SR's UNIVERSITY PRESS ISSUE

Saturday Review

JUNE 21, 1969 50 CENTS

CAN THE UNIVERSITY SURVIVE THE BLACK CHALLENGE?

by JAMES CASS

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

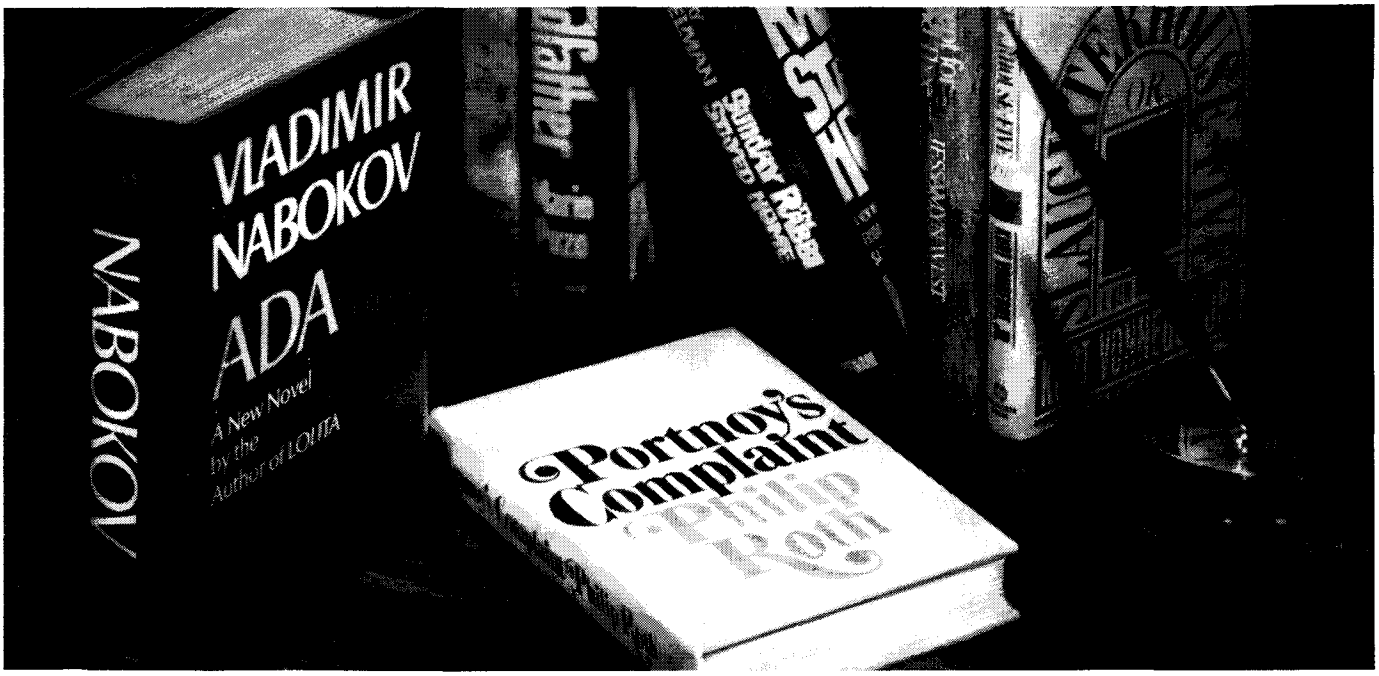
Rome.
And you thought Irish only flew to Ireland.

You didn't know that Rome is an Irish city! So are twenty-four other European cities outside the Emerald Isle. On your way, going or coming, we can arrange a splendid vacation bargain... Ireland itself, for no extra air fare! Ask your Travel Agent.

OFFICES IN: New York, Boston, Chicago, Cleveland, Dallas, Detroit, Washington, D.C., Los Angeles, Philadelphia, San Francisco, Montreal, Toronto, Vancouver.

IRISH AER LINGUS
IRISH INTERNATIONAL AIRLINES

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



The novel is alive...

and the Literary Guild brings you two of the liveliest at the greatest savings anywhere!

401. ADA, Vladimir Nabokov (Publisher's edition, $8.95)

260. EXCEPT FOR ME AND THEE Jessamyn West (Pub. edition, $5.95)

372. SUNDAY THE RABBI STAYED HOME Harry Kemelman (Pub. edition, $5.95)

345. THE MONEY GAME, 'Adam Smith' (Publisher's edition, $6.95)

297. THE RICH AND THE SUPER-RICH Ferdinand Lundberg (Publisher's edition, $15.00)

***117. THE DOUBLEDAY BOOK OF* INTERIOR DECORATING, Albert Kornfeld** (Publisher's edition, $11.95)

367. Saul Bellow: THE ADVENTURES OF AUGIE MARCH, HENDERSON THE RAIN KING, HERZOG. 3 volumes count as 1 choice. (Publisher's editions, $17.75)

You may include either (or both) in your choice of **ANY FOUR** of these books

ALL for $1 (You merely agree to accept only four selections or alternates during the coming year)

34. THE DEATH COMMITTEE, Noah Gordon (Publisher's edition, $6.95)

124. THE FRENCH CHEF COOKBOOK Julia Child (Pub. edition, $6.95)

376. TWELVE CITIES, John Gunther (Publisher's edition, $6.95)

374. PICTURES OF FIDELMAN *An Exhibition*, **Bernard Malamud** (Publisher's edition, $5.95)

153. THE STORY OF PAINTING H. W. Janson & Dora Jane Janson (Publisher's edition, $15.00)

217. THE ECONOMY OF CITIES Jane Jacobs (Pub. edition, $5.95)

462. THE GOODBYE LOOK, Ross Macdonald (Pub. edition, $4.95)

262. AIRPORT, Arthur Hailey (Publisher's edition, $5.95)

154. THE COMPLETE WORKS OF WILLIAM SHAKESPEARE 2 vols. count as 1 choice

177. BETWEEN PARENT & TEENAGER Dr. Haim G. Ginott (Publisher's edition, $5.95)

368. CANCER WARD, Alexander Solzhenitsyn (Pub. edition, $10.00)

284. THE SEXUAL WILDERNESS, Vance Packard (Publisher's edition, $6.95)

400. THE IMAGE MEN, J. B. Priestley (Publisher's edition, $8.95)

336. THE VINES OF YARRABEE Dorothy Eden (Publisher's edition, $6.95)

139. THE COLUMBIA-VIKING DESK ENCYCLOPEDIA. 2 volumes count as 1 choice. (Publisher's edition, $9.95)

150. PORTNOY'S COMPLAINT, Philip Roth (Publisher's edition, $6.95)

378. THE GODFATHER, Mario Puzo (Publisher's edition, $6.95)

415. SLAUGHTERHOUSE-FIVE, Kurt Vonnegut, Jr. (Pub. edition, $5.95)

2. HAMMOND CONTEMPORARY WORLD ATLAS (Publisher's edition, $9.95)

324. A SMALL TOWN IN GERMANY John le Carré (Pub. edition, $6.95)

26. THE ARMS OF KRUPP 1587-1968 ***William Manchester*** (Publisher's edition, $12.50)

18. THE GREAT NOVELS OF ERNEST HEMINGWAY: *The Sun Also Rises, A Farewell to Arms, For Whom the Bell Tolls.* 3 volumes count as 1 choice. (Pub. eds., $13.95)

BEST-SELLERS are one thing. Best-sellers that are also fine, enduring literature are quite another—and it is this kind of reading that Literary Guild members have come to expect, season after season.

Recently, *The New York Times* described Nabokov as "our only living literary genius." *Saturday Review* considered Philip Roth's *Portnoy's Complaint* as "something very much like a masterpiece."

Both books are consummate proof that the novel is very much alive; both were offered to Guild members at impressive savings: *Portnoy's Complaint* at $3.50 instead of $6.95 in the publisher's edition... *Ada* at $4.95 instead of $8.95.

Now, as part of your welcome to the Guild, you may include these exciting books, if you wish, in your choice of any four books or sets on this page—all for $1.

As a Guild member you'll always be offered the books that matter—at savings unmatched by any other source.

Months before publication, new selections are described in *the Literary Guild magazine*—and you receive the ones you want as soon as published. You need accept only four books in the coming year, out of about 40 offered each month. And for every book you buy—*beginning with the very first*—you may choose a bonus book at a small fraction of the already low Guild price.

Why not save on the books you'll want to read more than once? Send no money now; just fill out and mail the coupon today.

NOTE: Guild editions are sometimes reduced in size, but texts are full-length—not a word is cut!

Literary Guild of America, Inc., Garden City, N.Y. 11530

Literary Guild of America, Inc.

Dept. 96-SRX, Garden City, N.Y. 11530

Please accept my application for a trial membership in the Literary Guild and send me the FOUR books or sets whose numbers I have printed in the four boxes below. Bill me only $1 plus shipping and handling for all four. If not delighted, I may return them in 10 days and this membership will be canceled.

I do not need to accept a book every month—only as few as four a year—and may resign any time after purchasing four books. All selections and alternates will be described to me in advance in "the Literary Guild magazine," sent free each month, and a convenient form will always be provided for my use if I do not wish to receive a forthcoming selection. You will bill me the special Guild price for each book I take. This will average at least 40% below the price of the publisher's edition. (A modest charge is added for shipping and handling.) For each monthly selection (or alternate selection) I accept, I may choose a bonus book, from the special catalog, at a fraction of the already low Guild price—often for as little as $1.

Mr.
Mrs. _____
Miss (Please Print)

Address _____

City & State _____ Zip _____

If under 18, have parent sign here: _____

If you wish to charge all books to your credit card, give account number: ☐ Diners' Club ☐ American Express # _____

Canadian Enquiries write to address above. For your convenience, books will be shipped from our Canadian office. Offer good in Continental U.S.A. and Canada only. 11-G840A

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

(*Advertisement*)

Creativity. The word began to turn to gibberish, I suppose, when advertising agencies began misusing it. Not that there aren't creative people in advertising: the business includes some of our best, and worst, minds. I mean misusing the word by promiscuously labeling anyone who can assemble a simple sentence or articulate an idea as "Creative Director," or "Chairman, Creativity Plans Board, Tinker's Dam Associates."

The word is washed into new meaning in A. D. Moore's little book, INVENTION, DISCOVERY, AND CREATIVITY. I don't see how anyone in or out of advertising (or in transition), or any teacher, writer, artist, scientist, student could fail to be absorbed by this gabby, provocative, at times corny, at times mind-expanding book.

Moore, or "A. D.," as they call him, is an electrical engineer, inventor, teacher, lawmaker, short story writer and poet, and a fair hand at three cushion billiards. His book covers such things as creativity in the very young; comfort and creativity; writing under pressure; ingenuity; vanishing creativity; creative men and real people—and Some Others; creative women; So You Have an Idea?; learning, observing, visualizing; using the hands, memory, the mind, the subconscious; patents, The Dipstick Problem, and other problems.

Not very creative of me to list part of the table of contents that way, I suppose, but I wanted you to have an idea of what's ticking away under the covers of A. D.'s book.

L. L. Day
EDITOR-AT-LARGE

INVENTION, DISCOVERY, AND CREATIVITY ($4.95 hardcover, $1.45 paperbound), by A. D. Moore, is published by Doubleday & Company, Inc. in the *Science Study Series*, part of a dramatic new program for the teaching and study of physics. The series is prepared by the Physical Science Study Committee (of Educational Services Incorporated, now Education Development Center). *Science Study Series* books may be ordered from your own bookseller or from any of the 32 Doubleday Book Shops, one of which is located at 14 Wall Street, New York 10005.

June 21, 1969

Saturday Review

Cover Story:

Can the University Survive the Black Challenge?

by James Cass

Education, page 68

Cover design by Robert Cato.

IDEAS

18 The Politics of Hunger
by John A. Hamilton

22 Cannes After the Events
by Roland Gelatt

EDITORIAL

24 The Campus Battle Need Not Be Lost

BOOKS

35 Index of Books Reviewed

35 "Shaw the Dramatist,"
by Louis Crompton

38 One Thing and Another
by John K. Hutchens

42 "Fifty Faces of Uncle Sam,"
by Donald Ellegood

44 "Up with Arts at the UPs,"
by Howard R. Weber

46 The Publishing Scene,
by David Dempsey

62 Pick of the Paperbacks

EDUCATION

67 The Coming of the Common College
by Wallace Roberts

68 Can the University Survive the Black Challenge? by James Cass

72 The Benefit of Anger
by Elliott Moorman

74 How Do We Learn?
by John I. Goodlad

76 Kaleidoscope for Learning
by John Henry Martin

THE ARTS

THEATER

29 Henry Hewes surveys summer repertory.

MOVIES

31 Arthur Knight reviews "True Grit."

DANCE

32 Walter Terry on Plisetskaya's Carmen and the Royal Danish Ballet.

TRAVEL

26 Farewell to a Norman Spring:
David Butwin tramps through Rouen and heads for Omaha Beach.

COLUMNS

4 Martin Levin: Phoenix Nest

8 Goodman Ace: Top of My Head

12 Jerome Beatty, Jr.: Trade Winds

25 Letters to the Editor

30 Robert Lewis Shayon: TV-Radio

65 Nicholas G. Balint:
As Others See Us

WORD GAMES

40 Your Literary I.Q.

84 Wit Twister

94 Kingsley Double-Crostic No. 1837

Saturday Review published weekly by Saturday Review, Inc., 380 Madison Ave., New York, N.Y. 10017. President, Norman Cousins; Vice President and Treasurer, Nathan Cohn; Vice President and Secretary, W. D. Patterson; Advertising Director, Harry T. Morris; Director of Advertising Services, Robert A. Burghardt; Director of Promotion and Research, Martin A. Blum; Circulation Director, George A. Reeves; Circulation Consultant, Bert Garmise; Assistant to the Publisher, Marion Urmy. Subscription $9 a year. Member Audit Bureau of Circulations. Vol. LII, No. 25, June 21, 1969. Second class postage paid at New York, N. Y. and at additional mailing offices. Indexed in the "Readers' Guide to Periodical Literature." © 1969 by Saturday Review, Inc. All rights reserved under the Berne and Pan-American Copyright Conventions. Reproduction in whole or in part of any article (in English or other languages) without permission is prohibited. Printed in the United States of America. Unsolicited manuscripts cannot be returned unless accompanied by a properly addressed envelope bearing sufficient postage. **Send all remittances and correspondence about subscriptions, undelivered copies, and changes of address to Subscription Department, SATURDAY REVIEW, 380 Madison Ave., New York, N. Y. 10017. For SR's branch offices see page 82.**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

NCR has a bold new plan to bridge the information gap!

Libraries are faced with the impossible task of providing vast amounts of information within a limited budget. Already a serious information gap exists at a time the demand for source material is increasing.

PCMI ultrafiche reader is currently in use with major automotive and retail firms as well as educational institutions. New Reader-Printer is available now. Magnification is 150x. That's 22,500 to 1 in area magnification.

Much source material is unavailable, often out-of-print and very expensive as a reprint. And there's not enough room to maintain any but high demand books. Right?

Wrong. An NCR development, PCMI* ultrafiche is the answer. On one 4″ x 6″ transparency we can store up to 3200 pages of written material. Our reader restores each page to full size. Access is quick and easy.

NCR will be offering the PCMI Library Information System, a low-cost subscription service, geared to the library budget. Initial PCMI Publishing will consist of five subject areas: American Civilization, Science & Technology, Social Sciences, Humanities, and Government Publications. Specialized libraries for Law, Medicine, Engineering, Religion, Physics and Chemistry will follow. Standard bibliographic sources will be used to establish libraries in the above subject areas with selection review by prominent librarians and publisher consultants.

The initial package will be approximately 100 ultrafiche per subject area (that's about 700 volumes). Standard Library of Congress cards will be available for each title.

Obviously you will need more information. See our Exhibit at the June American Library Association Convention. Or write for a precis at the address below.

*Trademark Reg. U.S. Pat. Off.

NCR®

THE NATIONAL CASH REGISTER COMPANY
Industrial Products Division, Dept. "E"
Main & K Streets • Dayton, Ohio 45409

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Phoenix Nest

Edited by Martin Levin

Tell It Like It Was

A BROWSE THROUGH the Little League Baseball Official Rules indicates that times have changed since my sandlot baseball days. I'll tell it like it is now, and then try to tell it like it was then.

PLAYING EQUIPMENT—Each team must have at least twelve conventional baseball uniforms. The Official Little League Shoulder Patch must be affixed to the upper left sleeve of the uniform blouse. Games may not be played except in uniforms. These uniforms are the property of the League, and are to be loaned to the players for such period as the League may determine.

Playing equipment—Each guy came out to the ballfield looking like a bum. Shirts were optional. Patches went on pants because they were torn up sliding. Anybody wearing a clean or neat garment was jumped on, and rubbed around in the dirt.

Each League must provide in each dugout at least six (6) protective helmets approved by Little League Headquarters. The wearing of such approved helmets by the batter, all base runners, and coaches is mandatory. Shoes with metal spikes or cleats are prohibited. Catchers must wear masks during practice, pitcher warm-up, and regular games.

There were no dugouts—only the ditch that ran across the field just behind second base. In the ditch were at least sixty (60) frogs. Headgear was optional. The most popular were brimless caps and capless brims. There was only one helmet in the league—a leather aviator's helmet, with goggles, owned by Spike Snyder. Shoes with metal spikes or cleats could not be worn, because they all belonged to big brothers in high school and didn't fit. Catchers didn't wear masks. To avoid being hit in the head they stood eight feet behind the plate and let the ball bounce once.

PITCHERS—Any player on the team roster may pitch. A player shall not pitch in more than six (6) innings in a calendar week. Delivery of a single pitch shall constitute having pitched in an inning.

Pitchers—Any player who owned the ball pitched. A player could not pitch on more than seven (7) days in a calendar week, or more than one hundred (100) innings a day, because it got too dark. Delivery of a pitch straight down and the pitcher falling senseless beside the ball constituted exhaustion.

EQUIPMENT—The ball shall weigh not less than five ounces or more than five and one-quarter (5¼) ounces avoirdupois. It shall measure not less than nine (9) inches nor more than nine and one-quarter (9¼) inches in circumference. The bat shall be round and made of wood. It shall not be more than thirty-three (33) inches in length. Bats may be taped for a distance not exceeding sixteen (16) inches from the small end. The first baseman is the only fielder who may wear a mitt. All other fielders must use fielder's gloves.

Equipment—The ball could be of any weight, and anybody stupid enough to say "avoirdupois" out loud deserved what he got. Circumference of the ball depended on the amount of tape wrapped around it. Sometimes the tape came loose when you hit the ball, and the circumference changed rapidly. Sometimes it was just tape by the time it reached the fielder, and the circumference was zero (0).

Bats were made of wood and were round unless they had been used for hitting rocks. After bats were broken they were taped for their entire length and it was hard to tell which was the small end. The first baseman was lucky if he got either a mitt or a glove. The only mitt belonged to the fat right fielder, who wore it even when he was at bat.

PROTESTS—Protests shall be considered only when based on the violation or interpretation of a playing rule or the use of an ineligible player. No protest shall be considered on a decision involving an umpire's judgment.

Protests—A protest was considered only when you were awfully sure you could lick the other guy. There was no umpire, unless some kid was on crutches and couldn't play. Nobody paid any attention to his calls, because he was just another kid.

FIELD DECORUM—The actions of players, managers, coaches, umpires, and League officials must be above reproach.

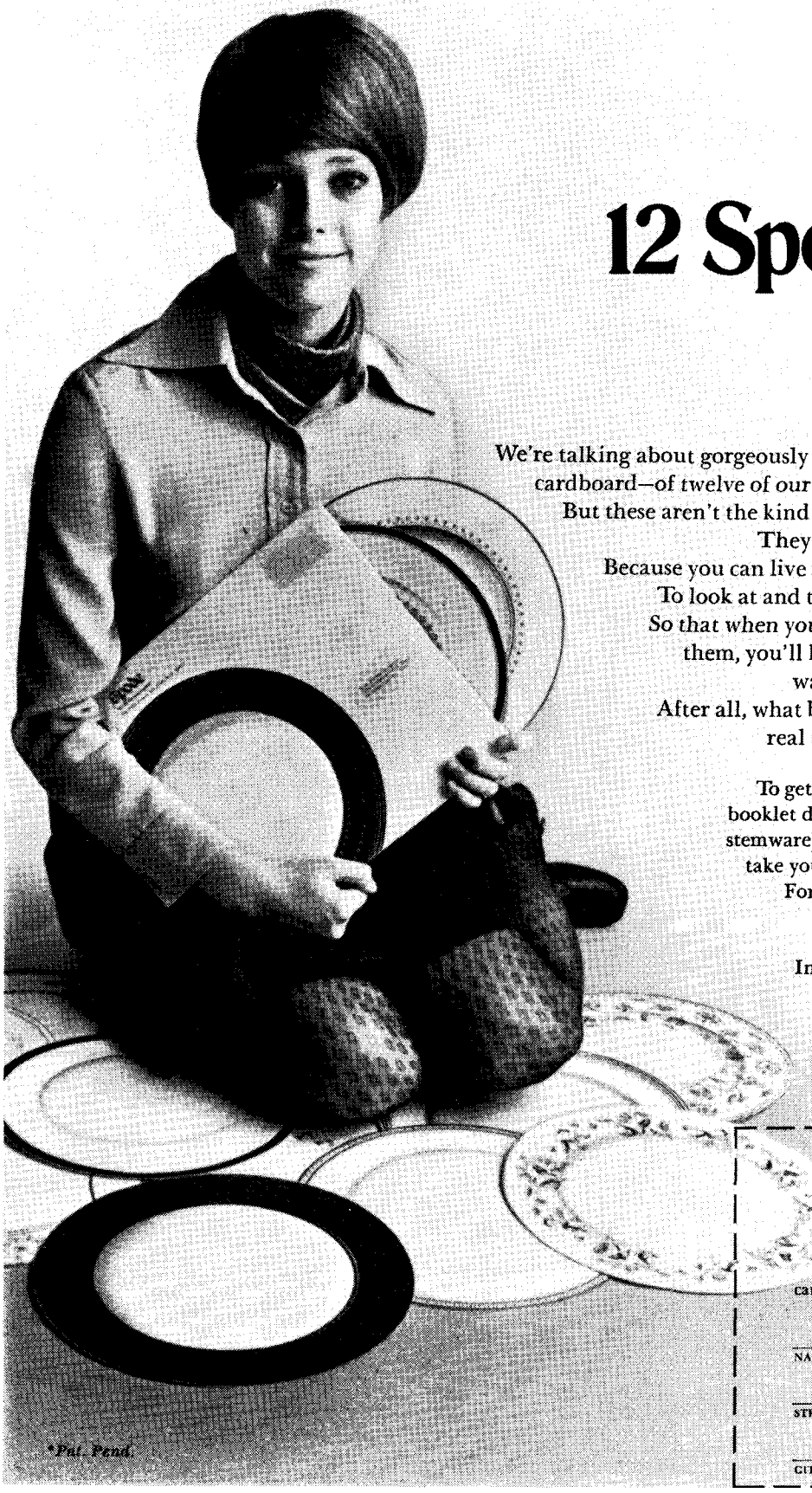
Field decorum—There were no managers, or coaches, or any of those big people. Only players who swore and

ONE TOO MANY IS TOO MANY.

Beam's Choice is a very good Bourbon. (We should know—we've been making Bourbon since 1795.)
We age it for eight years. And charcoal filter it after aging.
The result is about as close to perfect as anybody's going to get.
So sip it. And savor it.
But whatever you do don't guzzle it down.

8 YEARS OLD. 86 & 90 PROOF. KENTUCKY STRAIGHT BOURBON WHISKEY. DISTILLED AND BOTTLED BY THE JAMES B. BEAM DISTILLING CO. CLERMONT, BEAM, KENTUCKY.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



12 Spode plates for $1?*

Wait. Not our china plates.
We're talking about gorgeously lifelike plate-size replicas—made of cardboard—of twelve of our most popular bone china patterns.
But these aren't the kind of cardboard plates you can eat on.
They're the kind you make decisions on.
Because you can live with them right in your own home.
To look at and think about to your heart's content.
So that when you eventually fall in love with *one* of them, you'll know for sure it's the pattern you'll want to live with the rest of your life.
After all, what better way to find out if your love is real than by living together for a while?

To get your Spode cardboard replicas (and a booklet describing our lovely new Spode crystal stemware), send in the coupon and a dollar. Or, take your dollar to your nearest Spode dealer.
For your Spode dealer's name, phone any time, no charge: (800) 243-0355.
In Connecticut call collect: 853-3600.
In Canada: Spode, Ltd., 120 Wellington Street West, Toronto 1.

Spode
CHINA CRYSTAL

SPODE, INC., Dept. SR
206 Fifth Avenue, New York, N.Y. 10010

Enclosed is my check (or money order) for $1.00. Please send the 12 Spode cardboard replicas and the crystal brochure to:

NAME _____

STREET _____

CITY _____ STATE _____ ZIP _____

*Pat. Pend.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Vacation The Homestead Way

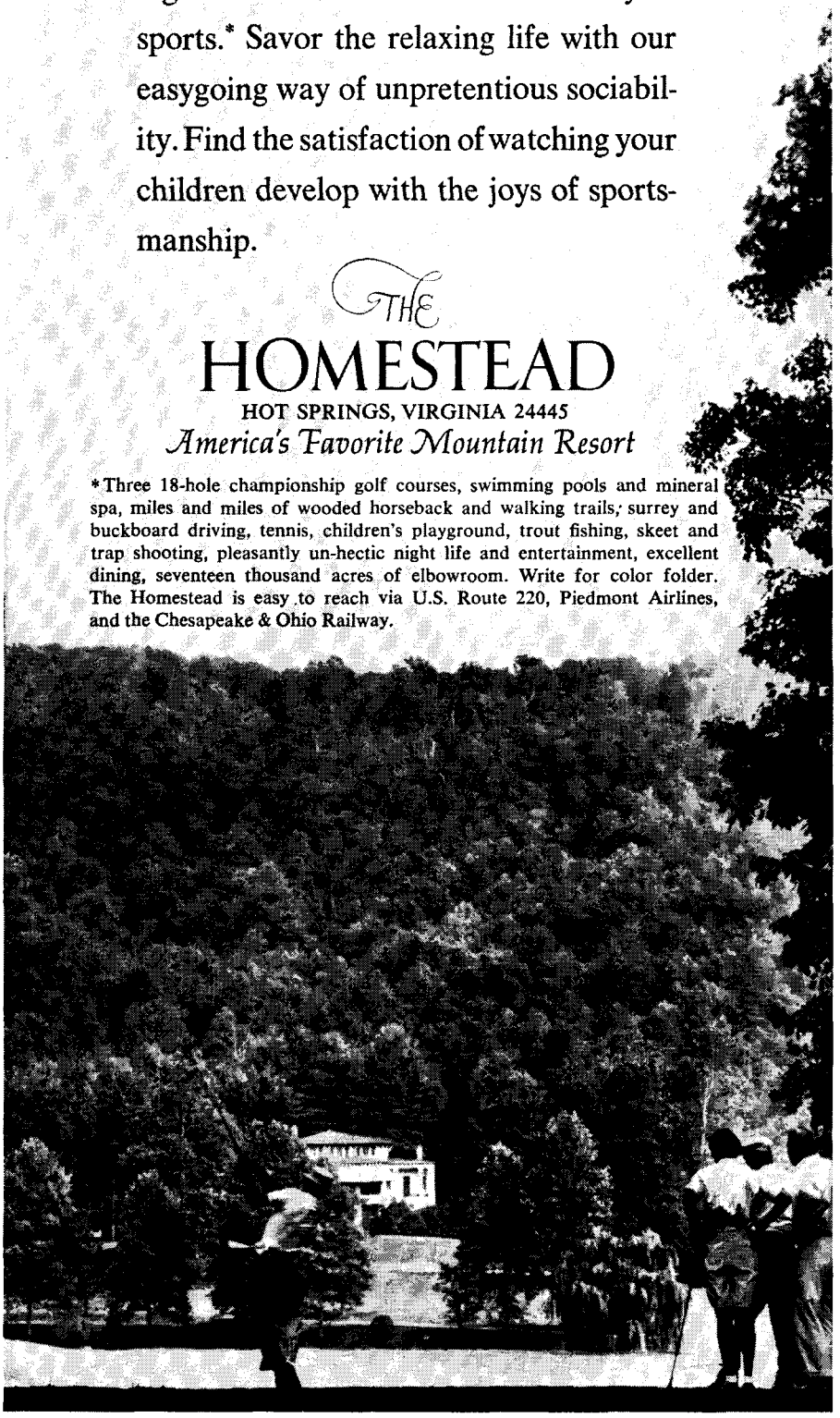
Come to the high, cool mountains, far from the hurly-burly. Live the exhilarating life with an almost infinite variety of sports.* Savor the relaxing life with our easygoing way of unpretentious sociability. Find the satisfaction of watching your children develop with the joys of sportsmanship.

THE HOMESTEAD

HOT SPRINGS, VIRGINIA 24445

America's Favorite Mountain Resort

*Three 18-hole championship golf courses, swimming pools and mineral spa, miles and miles of wooded horseback and walking trails, surrey and buckboard driving, tennis, children's playground, trout fishing, skeet and trap shooting, pleasantly un-hectic night life and entertainment, excellent dining, seventeen thousand acres of elbowroom. Write for color folder. The Homestead is easy to reach via U.S. Route 220, Piedmont Airlines, and the Chesapeake & Ohio Railway.



spat. Anyone caught being above reproach got clobbered.

—Dereck Williamson.

Nancy

Trying hard to look hard,
You balance with one ankle turning under,
Your eyes, sloping off your face,
Wanting only the chosen word overheard.

I wonder at your clothes:
The expensive skirt,
The leather boots,
Clinging to your calves,
Plinths for thighs from sculpture.

Hearing the little moan
Behind your voice,
The little tug that signals:
"I am communicating with the enemy."

I wait with prideful patience,
For I have heard you after every class—
What is it? Twenty times this term?
And each time my patience seems more marvelous to me.

Speaking of relevance, explaining where I went wrong,
Showing me the existential skull beneath my skin-deep philosophy,
Wanting me only to know that I have failed you,
Have driven you to the barricades.

My mind wanders among your threats of anarchy,
Blood in the streets. The tenacity of you!
Every day sullen; every day burning
With borrowed fire.

Are we making love, you and I,
Across this fumed-oak desk?
You who would bridge the generation gap
With human chains of the immolated underprivileged.

In the faculty meeting, someone rose, saying:
Ladies and gentlemen, we are confronted with
The first generation that was picked up
Everytime it cried.

And from this tyranny of solicitude
I send you back, beloved,
To the barricades
In your expensive skirt.

—Richard Peck.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

We built airplanes, constructed luxury yachts, tested a nuclear reactor, produced heavy-duty truck axles, machined industrial gears, programmed airborne computers, equipped a textile plant and worked on Apollo spacecraft.

It was another busy day at North American Rockwell.

We play a major role in 19 different businesses. To the tune of 2.6 billion dollars in sales last year. And every single working day, we're busy researching, developing and marketing over 100 different product lines.

Busy enough to make us one of America's largest corporations. Our work in dozens of diverse fields has given us a bank of technology and experience involving virtually every American industry.

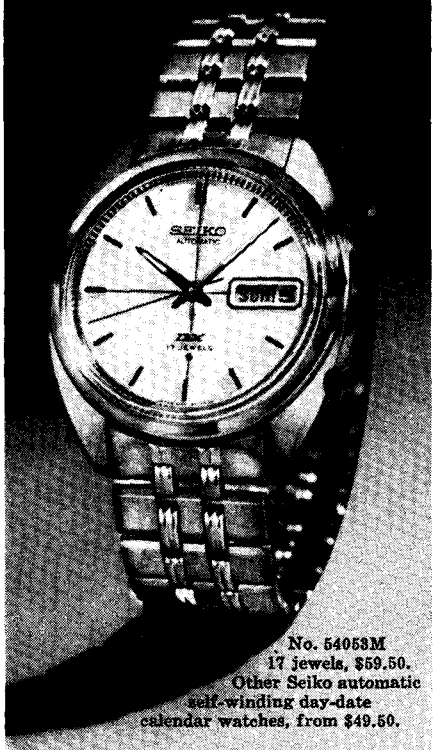
With our background, we can manage change. Instead of just letting it happen. And when you manage change, you help shape the future. That's why North American Rockwell and the future are made for each other.

To find out more about us, write for our 1968 Annual Report.
North American Rockwell,
P.O. Box 707,
El Segundo, California 90245.

North American Rockwell

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Hands off our Seiko calendar watch



No. 54053M
17 jewels, $59.50.
Other Seiko automatic self-winding day-date calendar watches, from $49.50.

No need to ever turn this baby by hand. It's one of Seiko's fully automatic calendar watches, the new quick-change artists with instant date-change.

Just a touch of the finger and zingo! You're 'round to the first of the month.

A good idea for busy businessmen, from the largest manufacturer of jeweled-lever watches in the world.

It's kind of fun too, especially at these prices.

Because with Seiko automation, you pay only for the timepiece and not the time it took to make it.

For free catalog, send name and address to Dept. SR :

SEIKO

SEIKO TIME CORPORATION
640 FIFTH AVENUE • NEW YORK, N.Y. 10019

Top of My Head

Goodman Ace

The Wise Guys Are Back

THE HONORABLE RICHARD M. NIXON,
1600 PENNSYLVANIA AVENUE,
WASHINGTON, D.C. 20510

DEAR MR. PRESIDENT:

How are you? I am fine. How is the weather there? The weather here is fine. I guess you're wondering how I got your address. A friend of mine who is a friend of a man who knows Merriman Smith gave it to me after I assured him I wasn't going to presume to write you how to run your government.

I am one of those who believes "My President, right or wrong." But, if I may presume for one tiny moment, you did let me down the other afternoon on TV, when you were in the White House Rose Garden with the University of Minnesota Band. One of your guests on that occasion was Anatoly F. Dobrynin. Remember him? That's right, the Soviet Ambassador to the United States.

Well, I thought Mr. Whatshisname was way out of line with that wisecrack he pulled after the band had finished the last selection, which included a difficult and triumphant solo by the tuba player, one Sanford Freese.

As I saw it, this was supposed to be a casual few minutes of entertainment, away from politics and world problems. But this Ambassador had to spoil it with a little joke he had made up, which was not only bad etiquette but also unbecoming a foreigner who must have finagled an invitation so he could pull the gag.

The Soviet Ambassador said: "That tuba player should be made an Assistant Secretary of State, because his notes are much better than the notes we exchange."

My hangup, Mr. President, was that my President didn't reply in kind and cut this court jester down to size. I admired your restraint, the courteous way you laughed at his small joke. Yet, I disliked sitting there watching the Soviets getting that one-upmanship on us.

The answer, sir, if I may presume a tiny bit more, is to have writers at your ear who are experienced in creating instant one-liners. Such a writer might have whispered: "Our hope is that Soviets and Americans will make beautiful music together." Or: "In our country every citizen is free to blow his own horn." Or: "Just read what's on the cards." Any of these could have been followed by "But seriously, folks, . . . " and then you could have gone into that thoughtful, off-the-cuff speech you made.

I recall a similar letdown I experienced when Henry Cabot Lodge was our Ambassador to the United Nations. It was the time we had discovered that the Soviets had been bugging the offices of our embassy in Moscow. Mr. Lodge came prepared for the occasion, and actually held up before the TV cameras the huge United States Seal that had hung in our embassy and showed the microphone that had been hidden in it. It was exciting, almost like watching *Mission: Impossible.*

But when Mr. Lodge had finished, Andrei Gromyko, then Ambassador to the U.N., rose and made his speech. He said he was quite entertained by Mr. Lodge's display.

"But who produced this play, and what is the name of the production?" he demanded.

Mr. Lodge, to my dismay, rose and replied simply: "This is no play, this is no production."

We were one-upmanshipped again. He could have said: "The producer of the play is the Soviet Union, and the name of the production is 'World War Three.' " Had he had a one-liner writer with him, he might have.

I realize that it's difficult to know exactly when one of our wise-guy enemies is going to attack us with a sneak sally. But a good writer at hand can see one being telegraphed in one-half the ten-and-a-half-minute margin it takes for an ABM missile to intercept.

There are many such television writers available who can write "toppers," as they are called in the trade. Mort Lachman, Bob Hope's man, Hugh Wedlock of *Laugh-In*, Jay Burton, who every week on *Hollywood Palace* is called on to write a brilliant five-minute duologue for the likes of Efrem Zimbalist, Jr., and Tammy Grimes.

In case, Mr. President, you have no confidence in TV writers, there are the authors in the top-ten best-seller lists who could provide tongue-in-cheek lines. (Although, I think you'll find a top-seller author is currently more occupied writing with tongue in someone else's cheek.)

To defend our country against an enemy's bombs is one thing, Mr. President. To defend us against an enemy's bomb-mots (ha, ha) seems, to this citizen, just as crucial.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"We want to test your writing aptitude"

If you have ever wanted to write, here is an opportunity to find out if you have talent worth developing. Take this revealing Aptitude Test created by a group of famous authors

By Bennett Cerf

If you want to write, my colleagues and I would like to test your writing aptitude. We'll help you find out whether you can be trained to become a successful writer.

We know that many men and women who could become writers—and *should* become writers—never do. Some are uncertain of their talent and have no reliable way of finding out if it's worth developing. Others, who are surer of their ability, simply can't get top-notch professional training without leaving their homes or giving up their jobs.

A plan to help others

Several years ago, we decided to do something about this problem. I joined forces with Max Shulman, Faith Baldwin, Rod Serling, Bruce Catton, Mignon G. Eberhart and six others to form the Famous Writers School. Since then, Phyllis McGinley, Clifton Fadiman and Paul Engle have also joined the faculty.

Our aim was to help promising beginners everywhere acquire the skill and craftsmanship it takes to break into print ...to pass on to them our own techniques for achieving success and recognition.

We poured everything we know about writing into a new kind of professional training course—which you take at home and in your free time. The Course begins with the fundamentals of good writing upon which every successful writing career must be built. Then you get advanced training in the specialty of your choice. You learn step-by-step.

Every writing assignment you return to the School is carefully examined by instructors, themselves professional writers or editors, working under the guidance of the famous authors.

Bennett Cerf, the distinguished publisher, is also an author, columnist and television personality. He has been a member of the Guiding Faculty of the Famous Writers School since its founding in 1960. His most recent book is the bestselling *Treasury of Atrocious Puns.*

You are a "class of one"

Your instructor goes over your work word by word, line by line, blue-penciling corrections right on your manuscript, much as an editor does with established authors. Then he returns it with a long letter of advice and specific recommendations on how to improve your writing. While this writer-instructor is appraising your work, nobody else competes for his attention. You are, literally, a "class of one."

Students breaking into print

This training works well. Our students have sold their writing to more than 100 publications, including *True, Ladies' Home Journal, Popular Science* and *Redbook.*

Doris Agee of San Mateo, Cal., says, "The view from this part of the world—the top—is indescribable. I've just received a big, beautiful check from the *Reader's Digest* for a 'Most Unforgettable Character' piece. There's no question about it, without the Famous Writers School, the article would never have been written."

"Thanks to your training," writes Arthur Emerson of Ft. Lauderdale, Fla., "I was able to leave my job as a gas station attendant and become a writer for a large company in my area."

Robert Lory of Richmond, Va., sold a short story to *Fantasy and Science Fiction* only a few months after enrolling in the School. He had tried to crack this market for two years.

Frances Kane of Chicago, writes: "Just sold an article for $200. I'm so pleased I'd like to tell prospective writers to quit wasting time and enroll. I wouldn't trade your individual help—from professional writers—for any share-the-instructor classroom course anywhere!"

Cornelia Parkinson of Reynoldsburg, Ohio, writes: "Most of all, the Course has given me confidence. I quit secretarial work and established regular writing hours. Soon after, I sold an article to the *Columbus Dispatch Sunday Magazine!*" And Andrea Herman of Akron, Ohio, has made 37 sales in the last 18 months. "I just can't stop writing," she says.

Beyond the thrill of receiving that first check, our students find great intangible rewards in writing for publication. As Faith Baldwin puts it: "If one sentence you write opens a door for another human being... makes him see with your eyes and understand with your mind and heart... you'll gain a sense of fulfillment no other work can bring you."

Writing Aptitude Test offered

To find other men and women with ability worth developing, we have created a revealing writing Aptitude Test. The attached postpaid card will bring you a copy, along with a brochure describing the Famous Writers School.

When you return the Test, it will be graded without charge by a member of the staff. If you test well—or offer other evidence of writing aptitude—you may enroll in the School. However, there is no obligation. (If card is missing, write to Famous Writers School, Dept. W-4352, Westport, Conn. 06880. Please give your name, address, age and ask for writing Aptitude Test.)

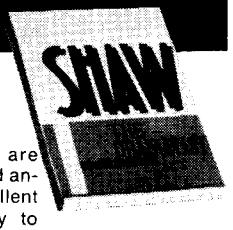
They started the Famous Writers School:
Seated, l. to r.: Bennett Cerf, Faith Baldwin, Bergen Evans, Bruce Catton, Mignon G. Eberhart, John Caples, J. D. Ratcliff, Standing: Mark Wiseman, Max Shulman, Rudolf Flesch, Red Smith, Rod Serling.

New members of the Guiding Faculty:
Phyllis McGinley, Clifton Fadiman, Paul Engle.

Photo: Halsman

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Stimulating Reading



SHAW THE DRAMATIST
By Louis Crompton
Eleven major plays are given the most detailed analyses to date. "Excellent reading...adds greatly to our understanding of Shaw....Gives just weight to the moral and intellectual impulses behind the art. I shall make constant use of this book" —Eric Bentley. **$7.95**

LAW, POWER, AND THE PURSUIT OF PEACE
By Eugene V. Rostow
"A valuable outline of the basic tenets that will ...remain continuing themes of foreign policy debate....It will be most helpful as a point of departure in the post-Vietnam era" —Sen. George McGovern, *Saturday Review*. "Informed, solid, sensible—a shining contrast to the faddish nonsense now being written in this field" —George W. Ball. **$5.00**

WILLIAM JENNINGS BRYAN.
Volume II: Progressive Politician and Moral Statesman, 1909-1915
By Paolo E. Coletta
In the second volume of this definitive biography of the Great Commoner, Coletta continues Bryan's life through the years while he was yet a powerful political figure, secretary of state, and a crusader for political reform and religious and moral causes. **$8.95**

THE TASKS OF PENOLOGY:
A Symposium on Prisons and Correctional Law.
Edited by Harvey S. Perlman and Thomas B. Allington
Articles by Menninger, Leopold, Mueller, Alexander, Barkin, Loveland, Levin, Youngdahl, Wendell, Carpenter, Morris, J. Douglas Grant and Joan Grant provide ideas for meeting "the new era of penology." **$7.95**

THE PRE-RAPHAELITE IMAGINATION, 1848-1900
By John Dixon Hunt
Various modes of the Pre-Raphaelite literary and artistic imagination are traced from the "Brotherhood" of 1848 through the work of Morris, Swinburne, and others to *The Yellow Book* and similar magazines. Hunt explores their work rather than their biographies and includes an illustrated chapter on the iconography of the Pre-Raphaelite woman. **$5.95**

Regents Critics Series

LITERARY CRITICISM OF OSCAR WILDE
Edited by Stanley Weintraub
"Well ordered....An excellent representation" —*Saturday Review*. Cloth **$5.95**/paper **$2.25**

THE AUTHOR'S CRAFT AND OTHER CRITICAL WRITING OF ARNOLD BENNETT
Edited by Samuel Hynes
Cloth **$5.95**/paper **$2.25**

University of Nebraska Press
Lincoln 68508

Trade Winds

Jerome Beatty, Jr.

WASHINGTON.

More than 3,000 booksellers, publishers, authors, and reviewers came to the four-day convention and trade exhibit of the American Booksellers Association this year. Among them were writers running the spectrum from Kurt Vonnegut, Jr., to Lillian Gish. There were also at least two apparitions. One was Gunilla Knutson, and the other was Tiny Tim. Gunilla may be known to you as the girl who says, "Take it off, take it all off," in a television commercial, but it is quickly apparent she is referring to a man's beard. Nevertheless, she has become renowned as a result and therefore has written a book, *Beauty and Health in the Scandinavian Way*. She gave a small press conference to explain, but I got the impression that her big secret was that she simply grew up, turning into a stunning Swedish babe.

As for Tiny Tim, he has authored a book called *Beautiful Thoughts*. The first 40,000 copies of it were sold immediately upon publication. I never suspected Tiny Tim of being a great philosopher, so I was moved to hear him expound on such matters as religion and beauty. "Life is exciting, *exciting*!" he declared during an interview. "I'll never forget the day—September 17, 1947—when Elizabeth Taylor threw me a kiss from a taxicab in front of the St. Regis Hotel." It inspired him, he said. Others who have inspired him are Rudy Vallee, a lady who gave him a "wonderful cookie" once, and a seventeen-year-old runaway girl who Tiny Tim, through the medium of some of his beautiful thoughts, sent back home. "Listen, young angel," he advised her, "don't leave mother."

Among the world's problems that Tim discussed were the campus revolutions. "These things were taking place in 1868 as well," he reminded us. "There will always be strikes, and wars, and rumors of wars. The devil reigns." Tim's life goes in cycles. He began to let his hair grow in 1954. "It goes with the high voice, which I discovered in 1950." He is preparing for a new cycle to begin in 1970. He would not reveal its nature, but I predict he will take it all off.

"After *Valley of the Dolls* had sold 200,000 copies, the reviews began coming in and I read how bad it was," laughed Jacqueline Susann in answer to my question as to whether she worried about what the critics said. "I've learned not to let it bother me. I'd *like* the critics to like me, but when a book sells I know the people like me, and that's what counts." For her new epic, *The Love Machine*, Miss Susann has most of the people with her again. (She will collect $1.5 million from the motion picture sale.) But the critics (aren't they people?) are lined up in almost solid array against her. Alan Pryce-Jones referred to it as "a masterpiece of its kind." In *Variety*, the trade paper, Carroll Carroll said it's a book where, "the first shall be lust, and the lust shall be first."

When statements like "Affluence creates poverty" reach your ears, you can be sure Marshall McLuhan is not far behind. The Toronto whirlwind blew into town to give a speech laced with his usual mind-boggling innuendoes, sequiturs, and non sequiturs. "Before I start talking," he told the convention audience, "I want to say something." He said something for twenty minutes, and his speech lasted another ten. "Jobs are finished," he pointed out, "and role-playing comes in. No one with a job would wear sideburns and costumes." McLuhan likes to blast your most firmly held notions. "Sex is through as an exciting, alluring thing. With the miniskirt you can see that the end is in sight." As for NASA, he declared, it consists of an "old-fashioned bunch putting out pre-Jules Verne science fiction." The trouble is, he revealed, that our scientists are still trying to visualize space, and are completely ignorant of "auditory space."

Professor McLuhan's cool was slightly blown the night he arrived in town. I was alone in the pressroom of the Shoreham Hotel when he burst in carrying a suitcase, perspiring, and crying, "Where's Grossman? I've been circling for hours. He's supposed to meet me at the airport, and here I am at the hotel. How can I get in touch with Grossman?" (Dick Grossman is a publisher.) I said, "Why don't you pick up the phone and call his room?" A wonderful idea, he said, grabbing that medium for his message, Later, I heard a bellboy walking through the lobby paging Mr. Grossman, proving that Marshall McLuhan had resorted to auditory space, as it were.

The problems of a humorist trying to write serious fiction were touched upon by Peg Bracken. She had to give up the idea, for she could never finish

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

When you invest a billion dollars to help the cities, you learn some things.

A lot that is said about urban problems is pure myth.

Myth: "You can't save the cities. If backlash doesn't beat you, Blacklash will."

Myth: "Government can solve the urban problem all alone."

Myth: "Big business can solve the urban problem all alone."

Choose your cliché and come out swinging. So many myths have sprung up around the problems of the cities that the myths themselves are problems.

But when you actually get in and grapple with the problem, the myths just fall away. For example, it might seem very gratifying to businessmen if all they had to do was apply some corporate mind and money to make the cities bloom again overnight. Or, alternatively, if they could simply hang a "For Government Only" sign on the subject and walk away from all responsibility. We in the life insurance business found from experience that neither response is valid.

We found this when we got involved.

Back about 18 months ago, a lot of life insurance companies got together to try to solve some of the inner cities' problems. We felt there was a job we could do there, with our knowledge of investing in housing and in projects that create employment. So the life insurance companies pledged a billion dollars for the effort.

This was no normal, business-as-usual investment. Our business knew that capital for the inner cities was not readily available on reasonable terms, because of risk or location. But nonetheless the need for such funds was very great.

After all, our business is intimately involved with people, with their health and safety. And people live in the cities. You might say that people *are* the cities. The health of one means the health of the other. And both together mean the health of business. Any business.

The billion-dollar investment is now almost completely committed.

And in the process is debunking some myths. Like those we mentioned. Like the myths that "those people never do anything to help themselves," or that "the poor are always with us."

We found constructive people in the cities. Our involvement exposed us to responsible leaders. To people eager to build and improve.

In short, we found people.

Not myths.

We found reason to invest still further.

To pledge a second billion.

A second billion dollars with the same aims as the first.

A second billion that will help utilize what we learned from the first.

To help others learn some things they might do, we've prepared a booklet: "The cities...your challenge, too."

So more people can become involved.

People like you. Write: Dept. M

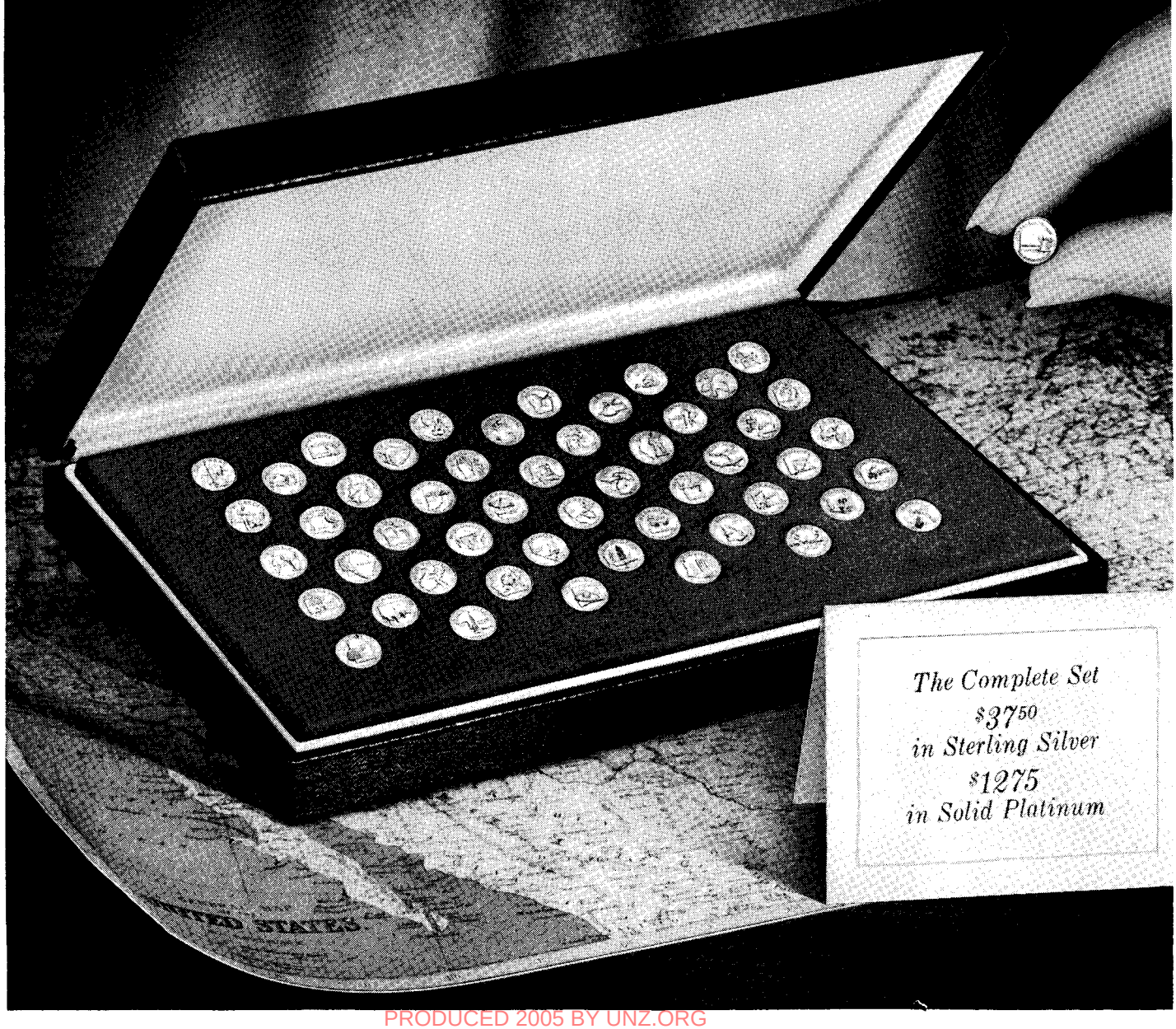
Institute of Life Insurance
On behalf of the life insurance companies in America
277 Park Avenue
New York, N.Y. 10017

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A special pre-Independence Day offering fro

The Franklin Mint invites you to share a pioneer adventure.

Enter the magical world of Mini-Coins and explore the 50 States of the Union under a jeweler's glass.



The Complete Set
$37.50
in Sterling Silver
$1275
in Solid Platinum

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

he Franklin Mint

Act before Independence Day – and the world's foremost private mint will strike, to your order, a First Edition heirloom set of these unique miniature commemoratives – in your choice of sterling silver or solid platinum.

Strictly limited to one set per subscriber · Subscription rolls close July 4th, 1969.

THE Liberty Bell tolls its message of freedom . . . a Connecticut clipper ship glides into port . . . a stagecoach rattles through he Dakotas . . . *each in an area smaller han your fingernail.*

The American scene now becomes art of the exciting panorama of iniature art, as The Franklin Mint ommemorates the States of the Union ith a unique set of Mini-Coins, each nly 10mm in diameter.

The impact of sculpture in the tiniest ossible space: *this* is the fascination of lini-Coins.

Only once before has a complete set f Mini-Coins ever been produced. he Franklin Mint's Presidential Mini-oin Series marked the inauguration f President Nixon and captured the nagination of the nation.

The continuing challenge of blending ne art and Americana into distinctive edallic designs has occupied The ranklin Mint since its beginnings. nspired by the response to its Presi-ential series, The Franklin Mint's culptors and engravers next set forth to produce a significant tribute to the 50 States that together have formed so perfect a Union.

The Franklin Mint States of the Union Series was initially offered only in the form of 32mm medals, in solid bronze, sterling silver and solid platinum. The prices for that limited edition ranged up to $20,000 per set, and many who missed the chance to subscribe to the 32mm edition would readily pay a premium today to acquire that collection.

And now, by producing its States of the Union designs in the form of Mini-Coins, The Franklin Mint creates a new opportunity for collectors of miniatures, of fine art and of Americana—an opportunity to acquire a First Edition heirloom set of these unique miniature commemoratives.

Once again, a subscription limit will be in force. Only subscribers whose applications are postmarked by July 4th, 1969, can receive a First Edition States of the Union Mini-Coin Set—and each First Edition set will be clearly identified as such.

Because future supplies of precious metals are quite uncertain, The Franklin Mint must establish and enforce an absolute limit of one set per subscriber—in either sterling silver or solid platinum. For the same reason, The Franklin Mint reserves the right to limit the total number of subscriptions accepted. Under no circumstances will quantity orders be accepted.

If a second Mini-Coin edition is later produced, the price must automatically be increased from $37.50 to $50.00 for sterling silver sets and from $1,275.00 to $1,500.00 for solid platinum sets. It is quite unlikely, however, that there will be a second edition, even at these higher prices.

Last year, more than 3,000 subscription applications for Franklin Mint First Editions had to be turned down because they were sent in too late. Only prompt action will enable you to participate in this new and fascinating expedition to the magical world of Mini-Coins. Use the application form below to reserve your set now.

ACTUAL SIZE OF MINI-COINS

The States of the Union Mini-Coin set comes complete with its own specially designed collector's chest and an illuminated jeweler's magnifier to heighten your enjoyment.

© 1969 THE FRANKLIN MINT, INC.

Pre-Independence Day *Subscription Application*

LIMIT: ONE SET PER SUBSCRIBER • MUST BE POSTMARKED BY JULY 4, 1969

Please enter my order for the Mini-Coin set checked below:

1 Sterling Silver States of the Union Mini-Coin Set (including collector's chest and jeweler's magnifier) $37.50

☐ Enclosed is my remittance for $37.50 to cover the cost of the set above. (The Franklin Mint absorbs the postage cost on fully prepaid orders.)

☐ Enclosed is my remittance for $12.50 to cover one-third the cost of the set above. Please bill me for the balance of $25.00, plus postage, when my set is shipped.

1 Solid Platinum States of the Union Mini-Coin Set (including collector's chest and jeweler's magnifier) $1275.00

☐ Enclosed is my remittance for $1275.00 to cover the cost of the set above. (The Franklin Mint absorbs the postage cost on fully prepaid orders.)

☐ Enclosed is my remittance for $425.00 to cover one-third the cost of the set above. Please bill me for the balance of $850.00, plus postage, when my set is shipped.

If my subscription is not accepted, I understand my remittance will be returned to me by July 31, 1969.

The Franklin Mint, Yeadon, Pennsylvania 19050

Name _____
PLEASE PRINT CLEARLY

Address _____

City _____

State _____ Zip _____

Date _____

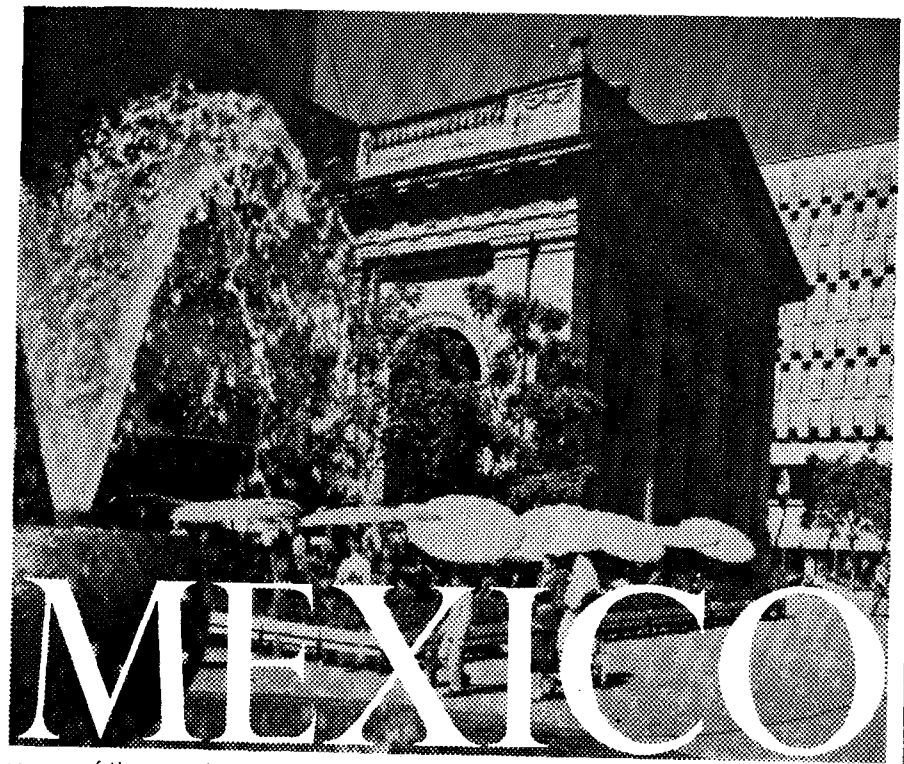
Signature _____

Pennsylvania residents please add 6% Sales Tax.

Please allow 60 to 90 days for minting and delivery. S-10

PRODUCED 2005 BY UNZ.ORG
. ELECTRONIC REPRODUCTION PROHIBITED

© 1969 THE FRANKLIN MINT, INC.



square of the ex-university
guadalajara, jalisco,
mexico

hospitality plus...

DT 6-4-69

630 fifth ave. suite 3508, new york, n. y. 10020
paseo de la reforma no. 45 méxico 1, d. f.

mexican government department of tourism
national tourism council

100% BLENDED SCOTCH WHISKY EIGHTY PROOF IMPORTED BY INVER HOUSE DISTILLERS, LTD., PHILA.

a paragraph without breaking up, as in this one she quoted: "He followed her into the bedroom. He didn't usually want to make love on Monday nights, she thought. It must have been the chicken-artichoke casserole—one cup sour cream, one tablespoon wine vinegar. . . ." Her new book, *I Didn't Come Here To Argue*, got her out of the kitchen, Miss Bracken said. There are only two-and-a-half recipes in it. One is "Bourbon Egg." Poke a pinhole into an egg, and drain insides. Fill with bourbon. To serve, break egg into cup. You will find it thoroughly delicious, and the eggy taste is entirely gone.

If you haven't seen Thalassa Cruso on television you will just have to take my word for it that this witty lady has become a national video personality by virtue of a program called *Making Things Grow*, on which she shows how to keep indoor plants going. At this affair she appeared with potted geraniums, rubber plants, and other props in connection with her new book that goes by the same title as her TV show. "People want to know," she explained, "why, when you buy an expensive plant and take it home, it doesn't grow." She ripped the foil off a plastic pot and threw it on the floor, declaring its utter uselessness. Then she stuck an earpiece of her spectacles into a hole in the bottom of the pot, and complained, "It's not crocked. If you overwater this, as most do, the soil will never drain properly." She then upturned the pot and caught the geranium plant in her hand, spilling dirt on the rug and pointing out that stones or shards should always be on the bottom. That's being crocked. "Not the meaning you had in mind." If there is only one rule to remember, she said, it is that any plant will grow better if you drop the temperature of the room by 10 degrees at night. Remember that next winter, will you?

Here's a graffito Peg Bracken found in a restroom at the San Francisco airport the day she flew here: MICKEY MOUSE WEARS A SPIRO AGNEW WRISTWATCH.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1836)

R(OBERT) F(ARRAR) CAPON:
THE SUPPER OF THE LAMB

Ah! Kidneys! And all those other distinct species of goodness so aptly named *variety* meats: tongue, brain, sweetbreads, tripe, heart, liver, and, last of all, the oxtail, which, when glorified with a little Madeira and good bread, can wag any meal into an occasion of joy.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Berlitz lessons. A sort of karate for travelers.

This year, Berlitz® offers a remedy for the outstretched palms, incomprehensible mumbles and blank stares that lie in wait for you on a foreign vacation.

You might call it our special high-speed self-defense language course.

It's remarkable how human even a French hotel porter can become when you hit him with *"Vous n'avez pas une chambre de libre donnant sur la rue?"*

Or how a zealous German customs official can be placated with a smooth *"Dieser Koffer gehört mir, den mache ich Ihnen gern auf!"*

If you find it difficult to believe that a few hours spent at Berlitz can arm you so effectively, you must understand that Berlitz lessons are quite different from ordinary language lessons.

In the first place, they're practical.

We know you don't have time for French literature or French history, so we don't give you any.

You just get the straight stuff.

Conversation.

We also know that most people find language lessons painful. So we teach our instructors not to teach. Instead, they gently *ease* you into a language by an artful combination of talking and *acting*.

To prove that we're telling the truth, if you mail the coupon now, we'll give you a free lesson in German, French, Spanish or Italian.

And if you like it, we can set up private lessons. Or, if you have time, we can enroll you in a 10-week course that can provide you with a handy amount of the language for as little as $140.

It could save you that much by keeping you from overtipping.

Berlitz, Department TS
866 Third Avenue
New York, N.Y. 10022

I would like a free lesson in ☐ German ☐ French ☐ Spanish ☐ Italian. (Check One).

Please let me know when I can take it.

Name_____

Address_____

City_____ State_____ Zip____

Berlitz
Practical language lessons

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

In Washington, a power broker diverts funds to large farm interests. On tour, a Senator protests conditions, in prime time of course. And from poverty belts doctors report: "They are suffering from hunger and disease . . . dying from them . . . ."

THE POLITICS OF HUNGER

by JOHN A. HAMILTON

—*Mike Mauney, Black Star.*

There is hunger in America. Those who live well in a land fat with agricultural surpluses are beginning to grasp this paradoxical fact. It has recently been irrefutably documented by medical surveys, and, in May, President Nixon ended a policy debate within his Administration by announcing that "there can be no doubt" about its existence.

Hunger stunts the body. It dulls the mind. It causes lassitude and disease, such as rickets and goiter, and in extreme cases, according to nutritional experts, the risk of irreversible brain damage among the very young. It contributes to a nagging incidence of tuberculosis and to appallingly high infant mortality rates.

It reflects grossly distorted national priorities and a callousness of conscience. It recalls the depths of the Depression and lines from John Steinbeck's *The Grapes of Wrath*, written three decades ago but as searingly appropriate now as they were then: "There is a crime that goes beyond denunciation. There is a sorrow here that weeping cannot symbolize. There is a failure that topples all our success."

There is also a politics of hunger in America that needs understanding, an old politics that helps explain hunger's existence and a new politics that seeks its eradication, as well as a structural politics that involves the federal system of government and permits states and localities, out of false pride or shameless bigotry, to erect barriers against federal food programs, effectively denying their benefits to millions of the poor who need and deserve them.

Mrs. Mary Addison is among those millions. She is a black, withered woman of sixty-five who has played a role in the politics of hunger—the old, the new, and the structural. She has known hunger. She sits alone most of the time in the shadows of her bare board, windowless shack that rests on cinder blocks just above the flat, sandy land at Combers Camp in Collier County, Florida.

Mrs. Addison was the first resident interviewed by members of the Select Senate Committee on Nutrition and Human Needs at its initial stop in the series of field trips that will take it crisscrossing the nation, from Florida to South Dakota, from Massachusetts to California, as it seeks to expose hunger. One day several weeks ago, members of the committee, along with a host of reporters, photographers, tele-

John A. Hamilton is a member of the editorial board of *The New York Times*.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

vision cameramen and their light crews, swept through Combers Camp like a marauding army, and Mrs. Addison shared the glare of national publicity with Senator George McGovern, Democrat of South Dakota, who serves as committee chairman.

But she shared it only briefly. There was a handshake, a few words, the bright lights and whirring cameras, and then the committee was gone. Mrs. Addison's surname was listed incorrectly as "Adderson" on the tour program, and this is the way it was transmitted to the nation.

The next day, sitting alone in the shadows once more, Mrs. Addison traced a lifetime of toil in the fields that had reaped a harvest of bitter hardship for her and her husband. She had just received a letter bringing still more bad news, although it appeared that she could not read and that its message would remain a merciful mystery to her. As sunlight filtered through the screen door making the deep lines in her face clearly visible, she spoke softly and pleasantly.

"He don't get much work anymore," she said, referring to her husband, who is sixty-eight, and who had left at 5 that morning for the day-haul labor pickup point. She said that he goes anyway, hoping. "He don't see too good. Picking tomatoes, they say he misses too many of the pinks."

The story of hunger in America is a story of extreme privation, and often of crushing tragedy. Mrs. Addison told how her husband had lost the sight in one eye and had damaged the sight in the other after working in a field freshly sprayed with pesticides.

"He knowed it had been sprayed," she said, "but he was hot and sweaty on the bus riding back from the field, and he forgot hisself. He took out a handkerchief and wiped it over his face. That's when he said it happened. He said a skim come over his eye."

Mrs. Addison's left leg had been amputated a year ago following a circulatory ailment. Recalling that a welfare worker had promised her an artificial limb, she remained resolutely optimistic about her own handicap.

"I sure could use that limb," she said.

She unfolded the letter she had just received. It was a form letter from the Florida State Welfare Department rejecting her application for old age assistance. A typed sentence in the large blank space provided for individual messages said: "Your application has been pending for more than thirty days and the artificial limb you desire has not been secured and you are not eligible without the allowance for this in your budget."

During the previous day's tour, a member of the Select Senate Committee had reported seeing only dried beans and fatback in the Addison shack. A hostile and defensive local official, closely trailing the committee, reported opening the refrigerator and finding it "stuffed with meat." A subsequent examination supported the local official—to an extent. The refrigerator contained two large plastic bags of frozen neck bones and pigtails. They are sold five pounds for 89 cents.

There is hunger in America because there is poverty in America, a more wretchedly abject and pathetically hopeless poverty than even some of the nation's most zealous social reformers have realized. In describing the deprivation in *The Other America* —the poor, tucked-away, and forgotten America that languishes in remote areas and economic backwaters — Michael Harrington discounted the presence of hunger. He assumed that a generally affluent land would at least have drawn a line somewhere this side of hunger.

It was an unwarranted assumption, as the medical surveys reveal.

The Department of Agriculture estimates that it takes about $1,200 a year to feed a family of four a minimally adequate diet, and the Office of Economic Opportunity, using this figure, calculates that there are as many as fourteen to fifteen million Americans living in families unable to afford this much for food. Nutritional ignorance, considered widespread, probably accounts for inadequate diets in many families with incomes above the poverty level.

Other figures also help sketch the dimensions of a problem that hangs like a dark cloud over the land; it is there, vast and forbidding, but not susceptible to precise measurement. The federal government estimates that there are about twenty-two million Americans who live below the official poverty line of $3,335 annual income for a family of four. Federal food programs supplementing the diets of the needy reach only six million Americans.

The Select Senate Committee on Nutrition and Human Needs stirs up all these figures and estimates that there are, roughly, ten million hungry Americans. It is a guess, but it is one that respected nutritionists also make.

The old politics of hunger, which can be blamed for its extent, has been a quiet and subtle sort of thing, an exchange of favors and votes, and then a diversion of tax revenues to large farm interests by those who smoke cigars and know where power lies. Public policies have been shaped to favor farmers with lavish subsidies that promote food scarcity and that keep prices high while ignoring the plight of the poor who have not had enough food to eat, including some citrus workers found deficient in the vitamins fresh fruits supply. The old politics of hunger has been played in the dim lights of the cloakrooms and committee chambers.

The new politics of hunger, in contrast, has turned into a brassy, center-stage production. Its practitioners are on the side of the angels, of course, but they also know that political careers feed on favorable publicity. They are latter-day knights who consider hunger a dragon and draw their swords against it, in prime time if possible. It is not easy to criticize them, as President Nixon's communications director, Herbert Klein, found out.

When Mr. Klein accused the Select Senate Committee of trying to make hunger "a political cause," and when he criticized its members for "traipsing around the country with television cameras," he seemed to join the dragon. Members of the committee treated him as if he had. They drew their swords and handed him his head.

To Senator McGovern, it seemed that Klein was "aligning himself with those few of Florida's state and local officials who refuse to face up to the problem of hunger, and who react defensively to the fact that our committee has turned the public spotlight on an outrageous situation—the existence of hunger in the world's richest nation."

—*U.A.W. Solidarity.*

Senators McGovern and Javits in a labor camp—"bones and pigtails."

To Senator Jacob Javits, responding stiffly to his fellow Republican: "The assault on America's conscience by malnutrition amounting to hunger . . . is bigger than anybody's remarks about politics."

When the Senate Rules Committee, playing the old politics of hunger, lopped almost in half the Select Committee's request for investigating funds, Senator McGovern, playing the new politics of hunger, took his case to the floor. The Senate restored the funds.

The new politics with its ultimate weapon, the public spotlight, has brought other developments to a

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

healthy bloom. The Nixon Administration's revisions of the leftover Johnson budget for the next fiscal year increased amounts devoted to food programs by only $15 million, with the increase earmarked for nutritional education programs. The skimpiness of the effort caused critics to brand it as the Administration's "thin" nutritional program.

After a tour of poverty areas in the nation's capital during which mothers testified that their children often have nothing to eat, the Select Committee invited Secretary of Agriculture Clifford M. Hardin and Secretary of Health, Education and Welfare Robert H. Finch to appear at a full-dress, televised public hearing to explain the Administration's food program. The two secretaries had long been urging President Nixon to launch an expanded anti-hunger campaign. They requested a delay. The committee granted one. The President issued his statement on hunger on the eve of their committee appearance.

The statement represents a bold, forthright commitment to end hunger, but it also reflects the Administration's intense, behind-the-scenes debate over budgetary priorities. Hardin and Finch had been on one side. Dr. Arthur F. Burns, the President's senior adviser with Cabinet rank, had been on the other. He worried about inflation and looked on any spending scheme with a cold and fishy eye.

"If there were hunger and the budget stood in the way, I'd say to hell with the budget," he insisted to one visitor, making clear at the same time that he doubted hunger existed. He demanded that Hardin and Finch supply firmer facts and figures. Presidential Assistant Daniel Patrick Moynihan, the once ebullient Democrat who now serves as the increasingly testy and difficult staff director of Mr. Nixon's Urban Affairs Council, seems to have played a strangely ambivalent, middle role, wanting to end hunger but not wanting any anti-hunger program to jeopardize proposed welfare reforms which he considers more basic. He berated critics of the Administration's anti-hunger effort, while at the same time writing President Nixon a weasel-worded private memorandum denying that American youngsters suffer from malnutrition's most severe consequences as do some youngsters in other lands around the globe. It was his "suspicion," he said in the memorandum, that malnutrition caused no mental retardation here.

The President's statement of hunger exhibited its own ambivalence. It first announced that "the moment is at hand to put an end to hunger in America," and then postponed any real effort for more than a year. The present $1.5 billion overall food effort will be increased to $2.5 billion, but not until fiscal year 1971. A more modest $270 million will be added to present efforts in the latter half of fiscal year 1970. The statement also recommended a number of worthwhile reforms in the execution of existing programs.

Would any of this—even the commitment—have been announced if the Select Committee had closed up shop? In time, perhaps. In Dr. Burns's own good time.

The old politics of hunger has also had its showdowns. Its heroes, though unsung nationally, have had their victories in the past and the current budget reflects them. It allots $4.5 billion for an array of farm price-support programs and only $564 million for family food programs. Other funds go into school lunch and school breakfast programs to swell the total food program considerably, but these programs tend to benefit middle-class children more than very poor children whose schools may not even have cafeterias. Thus, as far as the poor are concerned, the nation spends eight times as much making food scarce as it does making it available.

The two federal food programs for needy families are the food stamp program and the commodity distribution program. Neither is adequately financed. They are mutually exclusive —a county that has one cannot have the other—and they are optional with the states and localities, with far too many opting out.

The food stamp program stretches the food dollars of the poor. Depending on family size and income, a needy family might be able to purchase $40 worth of stamps redeemable for $60 worth of food at the grocery store.

The commodity distribution program is linked directly to the farm price-support program. It offers eligible families up to twenty-two items free each month. All twenty-two, however, are never available at any one time, and those distributed tend to be those then in surplus.

Florida has been one of seven states refusing to certify families for the food stamp program. Collier County has been one of several hundred across the nation also refusing to shoulder the modest costs of maintaining a food distribution center and participating in the commodity distribution program. The poor in Collier County, including its 22,000 migrant farm laborers essential to its $40-million agricultural economy, are denied all family food-program benefits.

As the Select Senate Committee toured the county, the Florida cabinet voted for the state to begin participation in the food stamp program. The Office of Economic Opportunity authorized a local community action agency to ignore local official sentiment and to serve as a commodity distribution center if the Department of Agriculture agrees to make commodities available.

The nation's twisted agricultural priorities manifestly need straightening. The farmers do not have to be cut off from all subsidy help, but the poor must be given proper consideration. To expand domestic food markets by subsidizing the poor would make more sense than to restrict production by subsidizing the farmers. Existing food programs should be made complementary, rather than mutually exclusive. Their funding must be more generous, and their administration more humane.

Shaped by farm interests in the Congress, these programs are administered by the Department of Agriculture which frankly looks upon them not as programs to feed the poor but as programs to prop up farm prices. Their administration has been rigidly restrictive. The department has set the price of food stamps so high that many of the poor in the states participating in this program have been unable to afford them. The law requires the department to charge the poor a price "equivalent to their normal expenditure for food." Most American families spend 17 per cent of their income for food, and although the poor may spend a slightly larger percentage, the department has charged them as much as 30 per cent and even 50 per cent for food stamps.

Former Secretary of Agriculture Orville Freeman conceded violating the law in testimony before the Select Senate Committee shortly before his leaving office. He said, in circumlocutory fashion: "Where we now have food stamp programs in effect, to lower the requirements to what people are actually spending for food now, which is what the law provides, I mean, honestly, strictly speaking, where we are not squaring with the congressional directive, which is that people should pay in only as much as they have been spending for food. We can't do that because we don't have enough money."

The secretary's testimony indicts both the administration and the funding of the food stamp program. It is relevant to several lawsuits that have been filed by the poor in Mississippi and elsewhere charging the Department of Agriculture with pegging food-stamp prices at unlawful levels, preventing "hundreds of thousands of hungry and undernourished Mississippians from obtaining vital federal food assistance."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Not long ago, when several Mississippi counties switched from a free commodity distribution program to a food stamp program, the participation of the poor declined sharply. In Sunflower County, for example, it declined from 18,540 persons to 7,856 persons. The disparity between policies is egregiously clear in this country. The poor have been forced to go hungry while Senator James O. Eastland's Sunflower County plantation, according to the Senator himself, received $113,275 in federal subsidies last year and $157,930 the year before.

This disparity recalls what the Citizens Crusade Against Poverty said in a report it sponsored on hunger in America:

> The failure of federal efforts to feed the poor cannot be divorced from the nation's agricultural policy, the congressional committees that dictate that policy, and the Department of Agriculture that implements it; for hunger and malnutrition in a country of abundance must be seen as consequences of a political and economic system that spends billions to remove food from the market, to limit production, to retire land from production, to guarantee and sustain profits for the producer.

A roster of congressional committees that dictate agricultural policy shows Allen J. Ellender of Louisiana as chairman of the Senate Agriculture Committee, W. R. Poage of Texas as chairman of the House Agriculture Committee, and Jamie L. Whitten of Mississippi as chairman of the Agricultural Appropriations Subcommittee. All of these men are tied to the nation's agricultural interests and to Southern traditions. None has been conspicuous in his advocacy of programs for the poor.

This is probably less true of Senator Ellender, however, than of the others. He is not responsible for the food stamp plan. Its enactment several years ago resulted from the dedicated and unremitting effort of Missouri Congresswoman Leonor Sullivan. He is nonetheless a warm supporter of this plan, and its future rests largely with him.

Crusty and conservative at seventy-eight, Ellender took the Collier County tour with the Select Senate Committee. At first, he complained that the tour was hitting only the worst of the labor camps and not any of the best. He called for balance, and he worried out loud to photographers viewing the squalor through their lenses about the propaganda value their pictures would have for the Communists.

"All of the children seem happy," he told reporters at one of the early stops. "I haven't heard anybody say they are hungry," he commented at another point. But, as the tour progressed, he seemed to be genuinely moved by what he saw, and he underwent a change.

"There are some bad conditions," he finally admitted, adding that he had seen "more hunger" than he had expected to see, and that perhaps both the food stamp and commodity distribution programs could be made complementary and offered generally across the nation.

Senator Ernest F. Hollings of South Carolina did not make the Collier County tour, but he has become an even firmer convert. His testimony before the Select Committee was part confession and part resolution. As a state official, he had seen hunger and shut his conscience to the suffering. Now he wants to alleviate it. His appeal caused Secretary of Agriculture Hardin to launch a pilot food stamp plan in two South Carolina counties. The plan provides free stamps for a limited number of needy families.

Still others in Congress, weighing the power of the old politics of hunger against the potential of the new, have proved fence straddlers or worse. Politics to them is not a cloakroom backslap or television extravaganza so much as a guerrilla war, and they seem to play one role by day and another by night. They speak against hunger, and vote, in effect, for it. Their names merit mentioning: William H. Ayers of Ohio, Catherine May of Washington, Robert H. Michel of Illinois, Rogers C. B. Morton of Maryland, Albert H. Quie of Minnesota, Charles M. Teague of California, and Charles E. Goodell of New York, now a Senator.

In April, last year, they all voted against extending the 1964 Food Stamp Act. It was extended despite their opposition.

In May, they joined other colleagues in a "Coalition to Help Malnourished Americans."

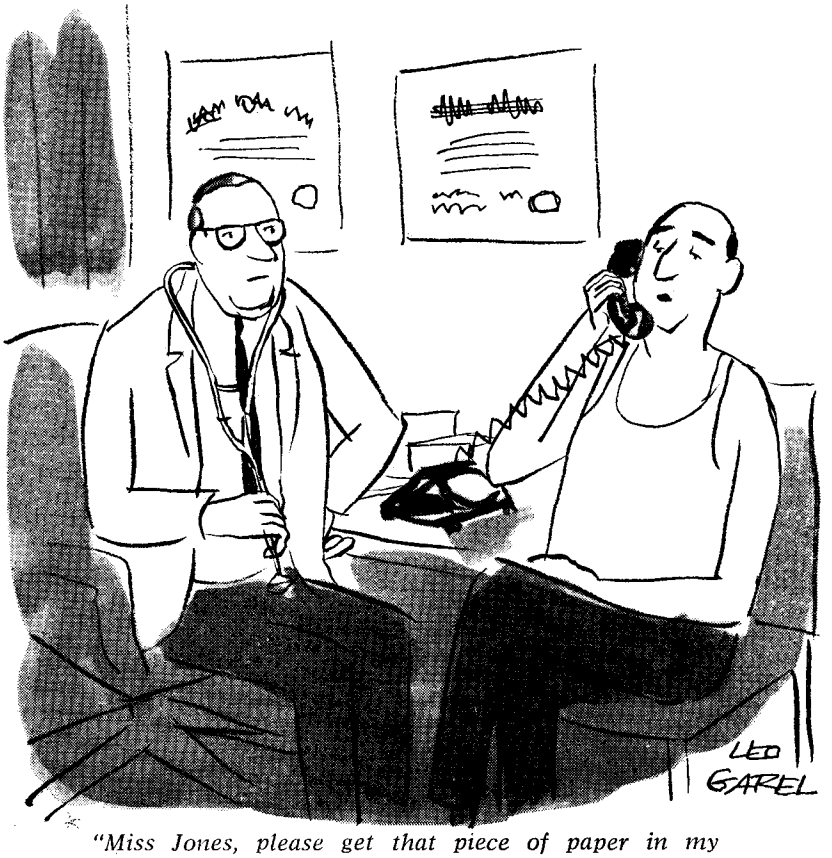
In July, they voted against increasing the authorization for the food stamp plan—all of them except Mr. Goodell who did not vote. The increase was approved anyway.

State and local officials, as the touring Senators discovered, can also prove troublesome. They can refuse to participate in optional federal food programs, as they have done throughout Florida and especially in Collier County, where tuberculosis is a major problem and the infant mortality rate among nonwhites is six times the national average.

"They are not Collier County people," said one local official, referring to the county's migrant laborers and denying all responsibility for them. Florida Governor Claude Kirk angrily appeared at a public hearing to insist on a continuing role for the states even though Florida's role in the food stamp plan has been an obstructionist one.

"We do not want to quibble over

(*Continued on page* 87)



"Miss Jones, please get that piece of paper in my upper right hand drawer and read off my symptoms."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CANNES AFTER THE EVENTS

Dissident directors and near-naked starlets were absent as the festival and its films regarded the world with knitted brow.

by ROLAND GELATT

CANNES.

For fifteen days in May, Cannes is the place where a properly accredited journalist can act out his adolescent fantasy of going to the movies nonstop from morning to night. This year the annual festival provided a showing for more than 200 different films. Screenings were held in theaters throughout the town, beginning right after breakfast and continuing until well past midnight. A gluttonous reporter could gain access to them all simply by waving an official press pass at the ticket-taker. But even averaging five screenings a day, he could not begin to take in everything that was offered—and such a schedule of moviegoing turns out to be rather less than unadulterated pleasure. At Cannes, fantasy-fulfillment quickly degenerates into indigestion.

This year's Twenty-second International Film Festival proved to be something of a departure from the past. As a result of the "events" in 1968, when the festival was torpedoed in midstream by a group of dissident directors, doors were opened wider this spring than ever before. There were really three festivals going on at once. The official one was held at the luxurious Palais des Festivals on the Croisette and consisted of twenty-eight films in competition for prizes, as well as several others invited to be shown out of competition. To this festival came the stars, the magnates, the beautiful people, and the crowds of onlookers.

The second festival, semiofficial, took place in various smaller halls and was devoted to the work of some fifty young directors from Europe, Asia, and America. Audiences at these screenings tended to be under thirty, informally dressed, and enthusiastically receptive. The third festival was strictly commercial. In small movie houses on or near the Rue d'Antibes, producers from all over the world showed their latest wares in hopes of finding lucrative foreign distribution and helpful critical notices. On a typical afternoon, seven different films were projected at the same hour.

Old hands at Cannes considered this year's festival a cut above average. None of the official entries broke any new cinematic ground or qualified as an indisputable masterpiece, but the majority of them showed real merit. And since the 1969 selection committee favored films of serious social content, the visitor from overseas came away with a remarkable inside view of contemporary life as seen from a variety of national vantage points.

Notable by its absence was any suggestion of *la vie en rose*. Almost without exception, these films were critical, dour, hardheaded, often punctuated with episodes of lurid violence. Czechoslovakia and Hungary, for example, each sent movies dealing uncharitably with the enforced collectivization of agriculture during the late 1940s and early 1950s. Apparently, film-makers in Eastern Europe no longer need rely on the Nazis for their villains. Both Vojtech Jasny in *Vsichni Dobrí Rodáci* ("My Good Fellowmen") and Sandor Sara in *Feldobott Ko* ("Upthrown Stone") were able to find villainy aplenty in the bumbling, doctrinaire bureaucrats who attempted to change the pattern of traditional peasant life in their countries, sometimes with tragic consequences. In addition to providing trenchant social commentary, the two movies were also stunningly photographed — to the point, indeed, where it seemed almost inconceivable that so much human misery could take place amid scenes of such exquisite beauty. (During post-screening press conferences, incidentally, both directors revealed that their work had been motivated by bitter personal experience.)

Israel's entry, *Matzor* ("Siege"), though built on a banal and slow-moving story line, gave an illuminating picture of life in an up-to-date and superficially "normal" environment where family and friends regularly risk their lives in a relentless shooting war only a few miles down the road. Japan's *Nihon no Seishun* ("Hymn to a Beaten Man"), directed by Masaki Kobayashi, showed that the revolt of the middle-aged, middle-class male is as hazardous in an Oriental setting as in American suburbia. And Poland's *Polowanie na Muchy* ("Hunting Flies"), a black comedy from the director Andrzej Wajda, threw an uncompromising spotlight on Warsaw's hippie and literary scenes as they impinge on a dull-witted clerk who gets himself momentarily involved with a groovy, ambitious coed. Though none of these films was of prize-winning caliber, each held attention by virtue of its sharp point of view and revealing camera work.

Among the major film-producing countries, Italy was indifferently represented by *Flashback*, *Gli Intoccabili* ("The Untouchables"), and *Metti, Una Sera a Cena* ("One Night, At Dinner"). In *Flashback*, director Raffaele Andreassi chronicles the reactions of a German private who falls asleep while covering the retreat of his unit in Italy, and awakens to find himself alone outside a deserted village. For 100 monotonous minutes this bemused soldier explores the environs and his memories until the villagers return and shoot him in the back. *Gli Intoccabili* is a slick mobster melodrama, shot in Las Vegas and San Francisco, in which John Cassavetes and Britt Ekland attempt to outwit the Mafia. It was universally deplored as below festival standards. In *Metti, Una Sera a Cena*, director-writer Giuseppe Patroni-Griffi throws three men and two women into a variety of sexual combinations, for no other apparent purpose than to demonstrate that life's problems cannot be wholly solved by erotic escapism. Except for the presence of Florinda Bolkan, a lanky, feline Brazilian beauty who will certainly be heard from more, this pretentious and confused film had little to recommend it.

The United States fared only a little better. Indeed, the nadir of this year's festival was reached with the projection of Sidney Lumet's *The Appointment*, a sentimental and vacuous piece of inanity starring Omar Sharif and Anouk Aimée that was almost hooted off the screen. (One of the great delights of moviegoing in Cannes is to observe the reactions of its exigent and knowledgeable audiences—quick to register their appreciation but just as quick to whistle and shout sarcasms when a picture begins to ring palpably false.) Partly because of its subject matter and partly because of its evident seriousness of purpose, *Slaves* had a much kindlier reception. The picture, directed and co-authored by Herbert J. Biberman (one of the early victims of Hollywood's blacklist), tells the story of a "good" Negro in the 1850s who has been promised his freedom but instead is sold to stave off his master's impending bankruptcy. There are admirable performances by Ossie Davis as the deceived slave, Stephen Boyd as a cynically unconventional plantation owner, and Dionne War-

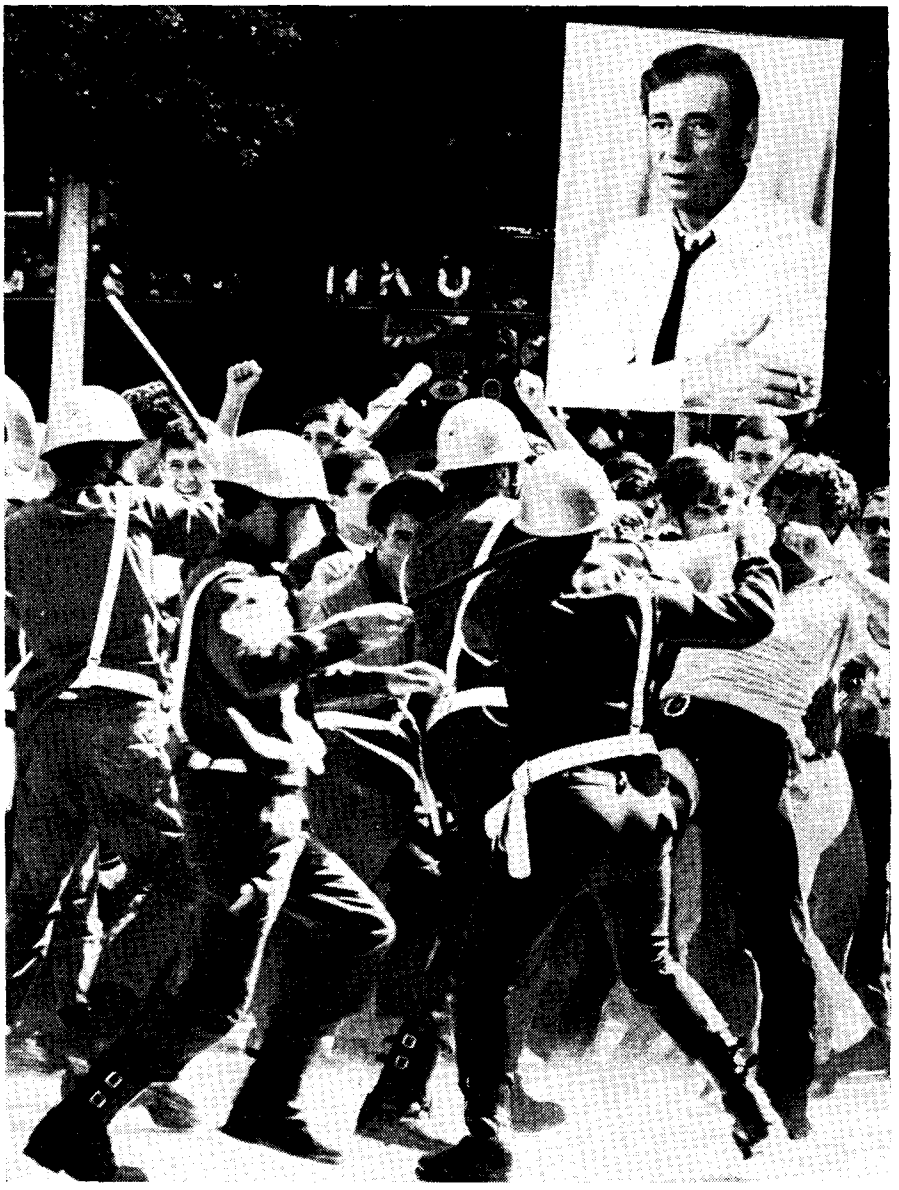
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

wick as his ambivalent concubine; but the construction and pacing of the film lack originality, and one is left more with an impression of worthy intentions than of memorable art. The best of the American entries was *Easy Rider*, in which Peter Fonda and Dennis Hopper limn the sad and futile "freedom" of two gentle hippies who set out on a motorbike journey across the southern United States. Despite an excess of inarticulate, like-y'know-man dialogue and of pretentiously psychedelic photography, the picture makes an effective statement about the alienation of youth in a hostile and uncomprehending society. It deservedly won the Prix de la Première Oeuvre.

England made an impressive showing with *Isadora, The Prime of Miss Jean Brodie*, and *If . . .*, the latter winning first prize, though not without some wrangling among the jurors. Inasmuch as the three films have already been shown and reviewed here, further comment is unnecessary except to note that Lindsay Anderson's hyperbolic account of student revolt in an English public school was praised as warmly by European film critics as by the jury.

Although the choice of *If . . .* for top honors was generally well regarded, many observers (including your reporter) felt that the prize should rightfully have gone to the French film *Z*. This cryptic designation belongs to a teacher, doctor, and liberal politician whose assassination by right-wing elements in the Government provides the springboard for a thrilling and absorbing drama. As the film explicitly states, resemblance to real events is *not* coincidental. The story, by Vassili Vassilikos, is based in fact on the political murder in 1963 of Gregorios Lambrakis, a distinguished professor of medicine in Athens who was actively protesting the deployment of Polaris missiles in Greece. Although pictures of this persuasion can easily fall into bathos and shoddy rhetoric, director Costa-Gavras never once loses his footing. Moreover, the performances—from those of Yves Montand (*Z*) and Jean-Louis Trintignant (the dogged investigator) right on down to the smallest parts—are exceptionally fine.

Some people felt that *Z* might have won first prize if it had not already received such critical acclaim in Paris—and if it had not been so zealously promoted in Cannes. At any rate, it was awarded the lesser Prix du Jury by unanimous vote, and Trintignant was given the Best Actor Award for his performance as the public prosecutor. Cannes indeed turned out to be a minor Trintignant festival. This fashionable anti-hero played the major role not only in *Z*, but also in *Metti, Una Sera* and in a talky French slice-of-life entitled *Ma Nuit Chez Maud*, written and directed by Eric Rohmer. In the last, Trintignant portrays a reflective, self-sufficient bachelor working in Clermont-Ferrand who discourses about sex, religion, and morality with an urbane divorcée (superbly acted by Françoise Fabian) and a young blonde university student. This must be the first film in recent years where the leading man spends two successive nights in the homes of two different girls without so much as kissing either one of them. A literate, stimulating picture, eminently French, and one of the discoveries of the festival.



Scene from "Z"—"resemblance to real events is not coincidental."

Despite the interest and quality of the films in competition, the most profound impression was made by two works invited to be shown out of competition. *Arthur Rubinstein — Love of Life*, a ninety-minute documentary about the pianist filmed by François Reichenbach in France, Spain, Iran, Israel, and the United States, provoked greater applause than any other event in the Palais des Festivals. The film follows Rubinstein as he revisits his old haunts in Montmartre, prepares for a concert in Persepolis, plays and talks about music at his summer home in Marbella, observes the Wailing Wall in Jerusalem, and reflects on his incredible career. At eighty-two, Rubinstein shows more gusto than most people half his age, and in this documentary his vitality comes across with intoxicating and inspiring effect. A great film about a great man. It will be shown (in an English-language version) this winter on NBC television, but Reichenbach's brilliant photography really deserves a large screen.

The other important event *hors concours* was the screening of *Andrei Roublev*, a three-hour epic from the Soviet Union, directed by Andrei Tarkovsky. The film originally was invited to be shown at Cannes in 1967, and again in 1968, but each time the Russians found excuses not to send it. This year they allowed it to be seen, but

(*Continued on page* 88)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review

Editor - Norman Cousins

Publisher - William D. Patterson

Associate Editors
Irving Kolodin • Horace Sutton

Associate Publisher - Richard L. Tobin

Managing Editor
Roland Gelatt

Science Editor
John Lear

Education Editor
James Cass

Book Review Editor
Rochelle Girson

Poetry Editor
John Ciardi

Travel Editor
David Butwin

Art Editor
Katharine Kuh

Copy Editor
Peter Nichols

General Editor
Hallowell Bowser

Layout & Production
Pearl S. Sullivan

Editors-at-Large
Cleveland Amory • Henry Brandon
Harrison Brown • Charles Frankel
Frank G. Jennings • Joseph Wood Krutch
Elmo Roper • Peter Schrag
Theodore C. Sorensen • Paul Woodring

Contributing Editors
Goodman Ace • Hollis Alpert • Jerome Beatty, Jr.
Henry Hewes • Arthur Knight
Martin Levin • Rollene W. Saal
Robert Lewis Shayon • Zena Sutherland
Walter Terry • Margaret R. Weiss
John T. Winterich

The Campus Battle Need Not Be Lost

The commencement speeches are over, but the issues behind the turbulence and the soul-searching go raging on. The college president who tries to deal with those issues cannot be blamed if he feels he is on a revolving stage. For the nature of the unrest changes from day to day, and almost always without warning. One moment the college president feels he is expected to order the U.S. Secretary of State to bring about an immediate end to the war in Vietnam, to say nothing of the abolition of the draft and the cleansing of the ghettos. The next moment he feels he is expected to grant to the students rights and concessions that imperil the future of the college. He feels he has become the target for all the revolutionary grievances that have been building up over a half-century or more.

It will be a short summer, too short for the reverberations of the recent past to drift away, too short for the regenerating possibilities of surcease or silence. And hanging over everything is the persistent sense that the explosions of the past year may be only tremors alongside the upheavals just ahead.

Ordeals and demonstrations notwithstanding, the college or university president cannot abdicate; he cannot absent or insulate himself. If he departs, his successor will receive no special exemption or dispensation. It is the office and not just the man that is the symbolic focal point of attention and attack. Yet the president need not be without ground on which to stand or to carry on his work or even to seek reconciliation. It will take a strong stomach—the language will be as harsh as the action and sometimes even harsher—but for any man who understands the connection between crisis and growth, chaos and concord, there must be an electrifying sense of wondrous new possibilities. This is a grand moment for change, and the president who has been yearning for wide new options may find that his time is now—so long as he can keep his cool and can tell the difference between winning battles and winning wars.

First of all, the college or university president can make it clear he believes that it is no longer correct to regard higher education solely as a privilege; it is a basic right in today's world and must be provided accordingly. It is not a special boon to be granted from on high; it is something to be shared. Second, he can declare that the determination as to whether it is meeting the needs of the student is not for the school alone to make; the student himself is a competent witness for that purpose. Third, he can uphold the right of a student's privacy; what should concern the school is not the length of a boy's hair or the cut of his trousers but his ability to take education seriously. Fourth, he can assert that the school should not serve as a refuge or shock absorber for society's problems; it should be the first place to sense and respond to the groundswells. The school should be a strong and independent station for scrutinizing government and holding it to account. If university life is in fact a civilizing experience, the university should not be a helpless observer of the deterioration and dismantling of civilization, but civilization's first line of defense—alert, active, venturesome. Peace is impossible without new ideas; the university need not apologize for doing what should come naturally.

Having said this, the college or university president can declare that his doors are open at all times to anyone who is genuinely interested in seeing the university improve itself in any way. But he must also say he cannot be expected to acquiesce in its degradation or destruction. He can make a distinction between those who are honestly critical and those who are cynically bent on demolition. For there is nothing unavowed about the purpose of some of the militants; they believe the college must be torn down on the grounds that it is an integral part of the Establishment. What they seek is the polarization of society as offering the best environment for a showdown. In this sense, the extreme right serves them as an essential ally, at least in the initial phase. The main enemy is the liberal—that persistent and pesky creature who thinks about history, quotes Jefferson, Holmes, James, Dewey, Hand, and Wyzanski, and is encouraged by, rather than contemptuous of, the requirements and possibilities of consensus.

Most of all, the college president will be mindful of those things that play into the hands of the demolitionists. By this time he should know that the demolitionists will do everything possible to provoke situations that will result in a call for troops or police, hoping for police excesses and a display of violence that will sicken most of those on the sidelines. Meanwhile, of course, the issues will have been lost in the passions generated by the violence.

The college president's role right now is one of the most arduous and demanding in the nation. But it is also one of the most consequential. The battle of the campus need not be lost. The university can be strengthened and made to do its job. Its success in that direction will release all sorts of useful energies for the society as a whole. —N.C.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Letters to the Editor

Value of People

READING Joel Larus's article "Nuclear Accidents and the ABM" [*SR*, May 31] I am puzzled greatly to know why people in Montana and North Dakota are considered less valuable than people in New York or Chicago.

People are scarcely to be reckoned as mass assets like bushels of wheat or gallons of milk. Every human is valuable and has a right to life. Or have the powers that are endangering our lives forgotten that?

MRS. H. L. STEVENS,
Fairhope, Ala.

Dollars and Sense

I CAREFULLY READ the discussion by the four essayists in "After Vietnam: The Dollars and Cents of Peace" [*SR*, May 24] concerning the postwar economy. There are no new ideas projected by any of these "experts." They are either running hard for public office, or are trying hard to retain their "In" status. Our nation's problems can't be solved by the same architects and builders of those problems.

The same experts who designed the present world are now telling us what's wrong and what needs doing. We all know that there's poverty, pollution, racial tension, housing needs, etc. All the experts said was that we must solve these problems. What's new here? The experts agreed that we *must* establish an order of priority. Not one suggested the order of priority he would advocate, or an order of priority that may likely develop. What about the cost of putting a man on the moon as it relates to an Indian family near Dover-Foxcroft in Maine that is literally starving and freezing? What about the rot in the cities in terms of war?

The experts must find ways to put a man on the moon, have highways and subways, build missile systems and submarines, eliminate poverty and pollution, end wars, build houses, etc. Trouble is, you can't do all these things; these men don't say which we will do and which we won't. But we all know that these choices existed in the past. We know also what choices these experts made before—and those they are making now.

RALPH POPKIN,
Newton, Conn.

IN "Can Industry Manufacture Social Solutions?" [*SR*, May 24] James M. Gavin proposes that industry be given tax incentives for installing air pollution control equipment. Instead of a feeble tax incentives solution, I suggest that Congress make installment of anti-air pollution equipment mandatory. Failure to install such equipment should be punishable by stiff fines.

The American public has already paid for air pollution in diseased lungs and dirty, unpleasant cities. American industry should pay for its own irresponsible actions.

MRS. MARY E. MOIX,
Detroit, Mich.

Those Good Old Days

THANK YOU FOR Garrett Hardin's analysis of the relationship between the oil disaster and population growth in "Finding Lemonade in Santa Barbara's Oil" [*SR*, May 10]. I am left uneasy, however, by the conclusions of this and other articles on pollution, conservation, and resource exploitation. Nearly always the impression left is that "greedy" oil and mine operators, manufacturers, timber products producers, and other industrial and business managers are responsible for the spiraling increase in resource use, the growing pollution, the shrinking countryside, and the increasingly crowded ugliness of urban America.

All of society will ultimately "pay" for excessive breeding which brings on so many of our problems. It is the growing numbers of offspring who need and use more and more oil, more food and fiber, more land and space, and who create more pollution or waste disposal problems.

When the inevitable assignment of costs of overpopulating a finite earth picks up a little more momentum, the petty troubles we have now will seem, by comparison, like tea parties. We're going to look back *on these as the good old days!*

F. F. SPENCER,
Richland, Wash.

About Faces

CONGRATULATIONS on your new look. The choice of text type Aster creates a typographic page of distinction, a graphic confirmation of your continually significant editorial content.

RHODA C. CURLEY,
Albany, N.Y.

FROM WHENCE derives the horrible text type? Varityper No. 9? Barely readable with the short descenders, and the small caps are beyond believing. The letter H is three times the width of the I. The M is twice the width of the A. Even the headlines and chapter headings look strange.

MILTON R. GRADY,
Des Moines, Ia.

EDITOR'S NOTE: *The new Aster typeface was selected because of its legibility. Most readers have recognized this quality. The ballot boxes, however, are far from closed.*

"Could you give me a minute to think of a soft enough answer to turn away wrath?"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Booked for Travel

Edited by David Butwin

—Courtesy The French Government Tourist Office.

Rouen's seventeenth-century face—an electronic shortcut through the ages.

Farewell to a Norman Spring

I'VE BEEN GOING on about spring for so long that the faithful must by now be sinking in a sea of azalea and dogwood, but I am not quite through. Having seen the waning spring of Normandy, I shouldn't allow that rare experience to become overgrown and forgotten in the tangle of summer. Never mind that the solstice arrives with the date of this issue. Summer waits.

Those masters of the open road—the Germans who beat their Mercedes-Benzes down the *Autobahn* like a summer cyclone, the Americans who whip all 360 horses along the endless freeways—often shrink from driving the notoriously narrow and circuitous French roadways such as those that wind and bend through the province of Normandy, northwest of Paris. To some would-be motorists, driving in France seems as senseless as riding railroad trains in the United States.

Henri, my Gallic sidekick during a four-day swing through Normandy, explained it thus: "We have a very poor primary network of roads. Too much traffic, too many accidents. Only now we are getting a decent highway system. You see, for a long time the Government has concentrated on making the railroads good enough so that people would be discouraged from driving. The driver is penalized with high taxes and very expensive gas, about 90 cents a gallon. But our secondary routes, they are well taken care of."

We followed mostly secondary roads (those designated with yellow lines on Michelin maps), and sometimes we branched off onto country lanes, the better to appreciate spring. We rode a frisky little colt of a car, one that might have been blown off the Hollywood Freeway, but which rose to the conquest of the meandering Norman roads.

Most of Normandy is blanketed by rolling grassland, where graze four-and-a-half million Norman cattle. These healthy specimens are responsible for one-quarter of France's meat, milk, and butter, as well as such universally cherished cheeses as Camembert and Pont-l'Evêque. In spring, the broad green fields are dusted white with apple blossoms and yellow with a plant called colza. I found the apple orchards in the last glory of bloom, about to pass from the "floreal" phase (named for the former eighth month of the First Republic), which runs from April 20 to May 19. Apple blossoms in Normandy evidently come and go as predictably as the tides.

Rouen, a half-morning's drive northwest from Paris, is the capital of upper Normandy. Although the city took a fearful pounding in World War II, its vast art treasures—churches, museums, monuments, and ancient half-timbered buildings—have been well tended. To take it all in is to trace the development of architectural styles from the fourth century. Henri and I executed a series of shortcuts through the ages with the assistance of a curious electronic transmitter rented for 3 francs from the local tourist office. The device, resembling an elephant's tusk, bursts forth with English, French, or German descriptions of Rouen's important sights as the bearer draws within electronic range.

I felt a bit ridiculous standing in the Place du Vieux-Marché holding the white tusk to my ear and listening to a purplish oration on the life and death of Joan of Arc, who was burned there in 1431. But the Rouennais passing nonchalantly through the square obviously were used to the sight. The voice in my ear spoke in the melodramatic tones of a movie-serial narrator. It was as though he were describing not the perils of Joan but of Pauline. "She could have been anyone's daughter . . . the girl next door."

Transfixed, I let the broadcast play through twice. Then as I lowered the transmitter and walked away to seek out the next lecture, a ragged old man, a *clochard*, stepped in my path and began to address me in toothless French. I explained to him, haltingly, that I was eleven years removed from my last French lesson, but he sloshed on. Henri bid the man *adieu* and tugged at my arm, but I thought a rapid exit impolite. So I stood in the square and heard what seemed to be an even purpler account of Joan's demise. When he had finished, ending as abruptly as the transmitter but without a musical accompaniment, he held out his left hand and made an eating motion with the right. Now he was talking my language. I gave him a franc. Walking off, I asked Henri if he'd benefited culturally from the spiel. "He talked a lot," said Henri, whose English occasionally slips out of gear, "not to say much."

From Rouen, we struck westward,

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

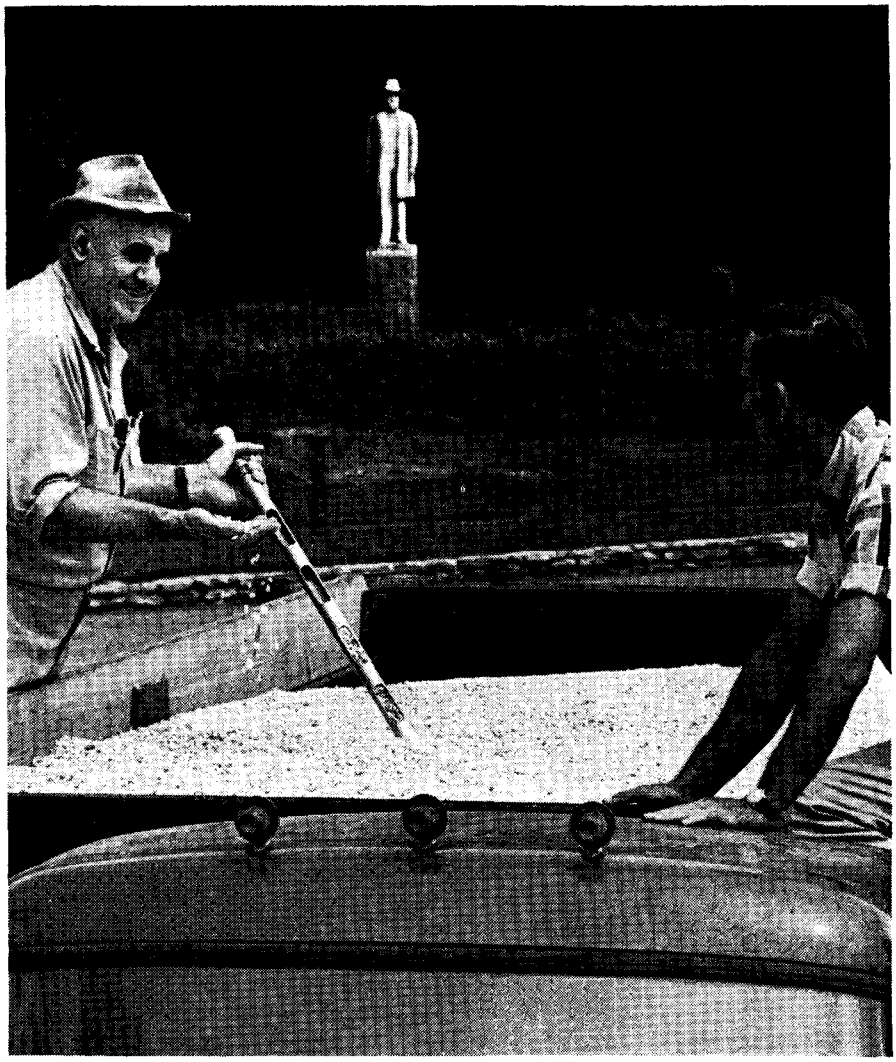
twisting in and out of the Seine River Valley toward the English Channel, past herds of cows fat with *contentement*. Henri recalled the campaign launched some time back by Pierre Mendès-France, who was then a representative from the Norman *département* Eure, to encourage all of France to drink more milk and less wine. Mendès-France was not trying to build healthy French bodies twelve ways, according to Henri, he was seeking an outlet for the surplus of milk Normandy had been producing. "I think if he had been from Bordeaux," said Henri, "he would have asked to drink more wine."

Norman weather that afternoon behaved exactly as foretold—fickle, fitful, brooding. One moment the broad sky was hung with a billowing gray canopy, the next moment we were sailing past a sunlit meadow. Just as quickly the canopy would close, then rain in brief torrents. One could sympathize with General Eisenhower and the other architects of Operation Overlord, who had been struggling to plumb this capricious weather exactly twenty-five years before in hopes of invading Hitler's Fortress Europe at the calmest hour.

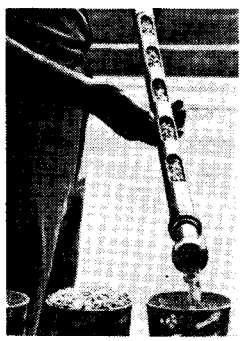
By now the mass media have saturated us all with coverage of the silver anniversary of D-Day; I've found most of the material simple-minded and trite. Perhaps it has detracted from the meaning of what was performed in Normandy. No matter, I think an American can not visit Normandy without somehow recognizing the awesome feat of the invasion and the tremendous sacrifice of lives—on both sides. Doubtless it is harder for today's young to appreciate it all. I, for example, was about to enter kindergarten in the autumn of 1944. Now, I am something of a World War II buff, but I admit that last month in Normandy, it was difficult for me to grasp the enormity of the event.

One reason, I think, is that the industrious Normands have patched up the damage and desolation so thoroughly that a traveler is hard put to locate the remnants of war. Darryl Zanuck, in a banal televised revisit to Normandy, pointed to some bomb craters still discernible in the Norman landscape, but the fields, the thatched stone houses, and the *bocage* — the thick hedgerows through which the Allies struggled—all look perfectly intact. On velvety green hillsides overlooking the D-Day landing beaches, cows heavy with milk repose in a lush pastoral serenity that appears immemorial.

Most of the stuff that's been turned out on the 25th anniversary would have one believe that a 1969 American



JACK DANIEL'S MILLER checks the grain as it comes to the Hollow, just to make sure he's buying the best.

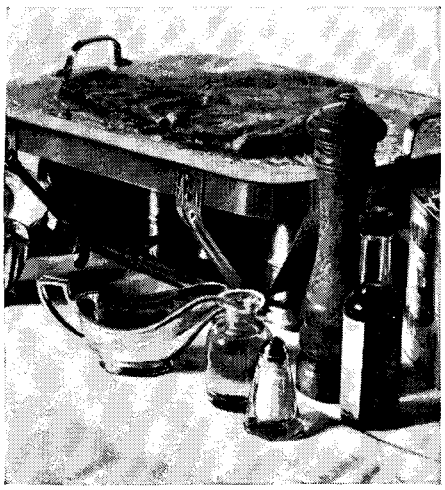


Our miller meets each grain truck and inspects it by sticking a grain thief deep into the load. If there's any damp grain, he's sure to hit it. Then he checks sample kernels for quality. But he seldom has cause to turn back a load. The folks we buy from know how particular he is, and so they bring only their best. After a sip of Jack Daniel's, we believe, you'll be glad we have such good friends.

CHARCOAL MELLOWED
DROP
DROP
BY DROP

TENNESSEE WHISKEY • 90 PROOF BY CHOICE ©1969, Jack Daniel Distillery, Lem Motlow, Prop., Inc.
DISTILLED AND BOTTLED BY JACK DANIEL DISTILLERY • LYNCHBURG (POP. 384), TENN.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



We serve a very special dish at New York's Drake Hotel.

Until now, it's been a steak secret.

It's called Steak Nino and it's one of the many delights served at the Hotel's Drake Room, long one of New York's favorite restaurants.

The Drake Hotel, which has been newly refurbished, centrally air conditioned and completely modernized, is as renowned for the Drake Room and Steak Nino as it is for its new velvet-walled lobby, its big, high-ceilinged rooms, its warmth and personal attention, and its telephone ladies who worry about your messages.

There's never been a secret about the Drake Hotel's fascination for the world's most discriminating travelers. But, until now, our maitre d' would never part with his special steak recipe. We've finally persuaded him to share it. So come to the Drake and try it first hand, and if you like it, we'll tell you how to make it at home.

THE DRAKE
Park Avenue
at 56th Street
New York
(212) 421-0900

A Loew's Hotel · Preston Robert Tisch, President

visitor would be welcomed like a returning hero. No doubt the Normands remain grateful for the liberation, but it's also important to remember that the 1944 campaign cost the French many lives and untold property, of which the Normands are so traditionally jealous, and that much of the damage was inflicted by the Allies, who were charged with uprooting the Nazis from positions they had occupied for four years.

Normands, at any rate, are a people not given to emotional demonstration. They are stolid, diligent—a far cry from the gay Parisians. This portrait is evident on the broad, florid faces particularly in Calvados, the seacoast region where much of the heavy fighting took place a quarter of a century ago.

We stopped one morning in Ville-dieu-les-Poêles, a town that got its name in the seventeenth century from the fine copper *poêles*, cooking ware, that the local craftsmen fashioned. It was market day, and the villagers—nearly all of them bearing straw baskets—were swarming in the narrow streets. Many of the shopfronts were festooned with shiny copper pots and pans, and not a few souvenir trinkets. Henri, who had been trying to delineate for me the Norman—or, more particularly, the Calvados—personality, pointed at an old man passing by on the sidewalk. He was wearing the Norman cloth *casquette* on his head and carrying a fat gray rabbit in his basket. "That's the Calvados look, that's it," said Henri, gleeful with his find. "Look now. He will never look you straight in the eye." True enough, the man went by, his head inclined slightly, his eyes screwed to their corners to catch a glimpse of us as we passed. We waited to catch the Calvados look a half-dozen times before Henri had convinced me it was a life pattern. "The Normand," Henri told me on the way out of town, "will not trust you, unless you prove yourself. And he never shows his sentiment. You will not hear him say yes or no. Only maybe."

I made a special point of getting to Omaha Beach, scene of the costliest D-Day battle. Nearing the beach on a typical in-and-out Norman afternoon, Henri stopped the car at a house to ask directions of a man in the front yard. *"C'est par la?"* I asked, pointing up the road. *"Oui,"* said the man, "thataway." Evidently, I wasn't the first American he'd advised.

There is a sterile stone statue dedicated to the U.S. First Division on the approach to the beach, but no other immediate signs of the Longest Day. The tide was out, the sea flat and purple beneath a bleak sky. The only sounds came from the dull, distant roar of the surf and the chirp of swallows wheeling above the shore. I walked for a while on the broad, deserted beach trying to imagine the havoc of June 6, 1944. Several hundred yards back from the shoreline, a green cliff rises out of the beach. Once it bristled with German bunkers, now it is gently overgrown with grass. I could recall the pictures in the magazines and remember the word impressions by men who had been there, but none of it seemed to fit. —D. B.

"It's just another one of the summer people swinging on our gate."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Theater

Henry Hewes

Summer Repertory Schedule, 1969

AMERICAN CONSERVATORY THEATRE Geary and Marines' Memorial Theatres, San Francisco, California	*Rosencrantz and Guildenstern Are Dead* *A Flea in Her Ear* *The Three Sisters* *Glory! Hallelujah!* *The Hostage* *Little Murders* *The Promise* *The Architect and the Emperor of Assyria* *Room Service* *In White America*	June 1-Aug. 10 in daily rotation Eves. except Mon. Mats.: Thurs., Sun.
AMERICAN SHAKESPEARE FESTIVAL THEATRE & ACADEMY Stratford, Connecticut	*Henry V* *Much Ado About Nothing* *Hamlet* (June 17) *The Three Sisters* (July 11)	June 17-Sept. 14 in daily rotation Eves.: Tues., Wed., Fri., Sat. Mats.: Wed., Thurs., Sat., Sun.
ASOLO STATE THEATER COMPANY Sarasota, Florida	*The Lion in Winter* *Oh, What a Lovely War!* *Two Gents* *You Can't Take It With You* *The Lark* (June 20) *The Hostage* (July 11) *Uncle Vanya* (Aug. 1)	May 30-Sept.7 in daily rotation Eves. except Mon. Mats.: Wed., Sat., (Tues. mats added Aug. 5-Sept. 2).
CALIFORNIA SHAKESPEARE FESTIVAL Los Gatos, California	*Twelfth Night* *Richard III* *A Midsummer Night's Dream* *King Lear* (July 25) *The Vindication of Richard III* (Aug. 29)	June 13-Sept. 28 in daily rotation Eves. except Mon. Mats.: Sat., Sun.
CHAMPLAIN SHAKESPEARE FESTIVAL Burlington, Vermont	*The Winter's Tale* *Othello* *Richard III*	July 22-Aug. 30 in daily rotation Eves. except Sun. Mats.: Sat.
COLORADO SHAKESPEARE FESTIVAL Boulder, Colorado	*Romeo and Juliet* *The Taming of the Shrew* *Henry VI, Part 3*	Aug. 1-Aug. 17 in daily rotation Every evening.
MINNESOTA THEATRE COMPANY Minneapolis, Minnesota	*Julius Caesar* *The Beauty Part* (June 27) *The Homecoming* (July 8) *Mourning Becomes Electra* (Aug. 19) *Uncle Vanya* (Oct. 8)	June 26-Dec. 20 in daily rotation Eves. except Sun. Mats.: Wed., Sat.
NEW YORK SHAKESPEARE FESTIVAL New York, New York	*Peer Gynt* *Twelfth Night*	PG: July 8-Aug. 2 TN: Aug. 6-Aug. 30 Eves. except Mon.
OREGON SHAKESPEAREAN FESTIVAL Ashland, Oregon	*The Tempest* *Romeo and Juliet* *Twelfth Night* *King John* *Virtue in Danger* (Aug. 12)	July 19-Sept 7 in daily rotation Every evening VID: mats. only.
SAN DIEGO NATIONAL SHAKESPEARE FESTIVAL San Diego, California	*Julius Caesar* *A Comedy of Errors* *Macbeth* (July 10)	June 10-Sept. 14 in daily rotation Eves. except Mon. Mats.: Wed., Sat., Sun.
STRATFORD SHAKESPEAREAN FESTIVAL OF CANADA Stratford, Ontario	*Hamlet* *The Alchemist* (till Aug. 9) *Measure for Measure* *Tartuffe* (July 3)	June 9-Oct. 11 in daily rotation Eves. except Sun. Mats.: Wed., Sat.
STRATFORD FESTIVAL COMPANY (at Avon Theatre) Stratford, Ontario	*Satyricon* *Hadrian VII*	S: July 4-Aug. 2 H: Aug. 5-Aug. 30
VICTORIA FAIR Victoria, British Columbia	*Hamlet* *Merchant of Venice* *Tartuffe* (Aug. 5)	July 11-Aug. 30 in daily rotation Eves. except Sun.

Expansiveness vs. Expensiveness

WHILE THERE WILL be more repertory theaters and festivals than ever this summer, some of these organizations are finding themselves obliged to cut back their programs.

For instance, in New York City the reduction of the city budget necessitated by the failure of the state of New York to appropriate the needed funds will in turn force Joseph Papp to reduce his Central Park productions from the usual three to just two. And he will shorten the playing schedule of the New York Shakespeare Festival's Mobile Theater's African version of Sophocles' *Electra*, which will tour the five boroughs of the city (July 29-Aug. 23, evenings except Monday).

At Brandeis University in Waltham, Massachusetts, the unavailability of the required subsidy may force cancellation of Brandeis Interact II, the second international experimental theater festival. Tentatively scheduled from July 16 through August 31 were such groups as Prague's Cinoherni Klub, Edinburgh's Traverse Theatre, Minneapolis's Firehouse Theater, and La Mama Plexus from New York.

At Waterford, Connecticut, the Eugene O'Neill Memorial Foundation will retreat to a policy of readings and staged readings of the fourteen new works it will unveil (July 6-Aug. 3).

Finally, the APA (Association of Producing Artists) will have no specific summer residency this summer. Instead Ellis Rabb and key members of his company will be working with the San Diego Shakespeare Festival.

However, the chart on the left does include a new festival commencing at Victoria, British Columbia, this year. Furthermore, young repertory companies are flourishing at Harvard (July 16-Aug. 23), Dartmouth (July 17-Aug. 31), and Cornell (June 26-Aug. 9).

At Lakewood, Ohio (near Cleveland), the Great Lakes Shakespeare Festival will start its repertory season on June 27 with *The Would-Be Gentleman* and then add *As You Like It* (July 3), *Macbeth* (July 17), *Candida* (July 31), and *Troilus and Cressida* (Aug. 14). The productions will play in rotation until September 13 every evening except Monday and on Saturday and Sunday afternoons as well.

The Shaw Festival at Niagara-on-the-Lake, Ontario (just across the border from Buffalo), will present *The Doctor's Dilemma* (June 23-July 20), *Back to Methuselah-Part 1*, and *Musical Mems by Corno di Bassetto* (July 23-Aug. 3), and *The Guardsman* (Aug. 7-Aug. 31), with performances every evening except Sunday and Monday, plus Wednesday, Saturday, and Sunday matinees.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Getting There Is Twice The Fun
If You Take Along

DOUBLE-CROSTICS SERIES 62

By Thomas H. Middleton

**THE NEWEST COLLECTION
FIRST TIME IN PRINT
OF THE MOST CHALLENGING
WORD GAME OF ALL**

HERE ARE 50 brand-new puzzles offering a delightful opportunity to match wits with an engaging and charming opponent —Thomas Middleton. Mr. Middleton's third collection of teasers is his best yet and the perfect take-along for your trip—whether you're going by Cunard or Greyhound, to the Alps or the Ozarks. (If you're staying home—you won't mind a bit with these brain-tingling, spirit-soothing D-C's to keep you company.)

Send for your copies of Double-Crostics Series 62 today—for yourself and as bon-voyage gifts for your vacation-bound friends. Spiral-bound, flat and portable.

Note: If you've never solved a Double-Crostic puzzle before, the instructions are in the book. All you need bring to the project is a sharpened pencil and your own comfortably stocked mind. You'll have a wonderful time and emerge from the encounter feeling like Sherlock Holmes or, perhaps, someone who can read the Dead Sea Scrolls.

To your bookseller, or

SATURDAY REVIEW
380 Madison Ave., New York, N.Y. 10017

Send me . . . . . copies of **Double-Crostics Series 62.**
Price $2.50 each.

Name _____

Address _____

City _____ **State** _____ **Zip** _____

(New York State residents, add applicable sales tax)
Allow 4 weeks for delivery.

TV-Radio

Robert Lewis Shayon

What's at Stake

FIRST THERE WAS educational FM radio, then there was educational television, and, finally, both became public broadcasting. Now there's the new concept of public cable communications. Harold E. Wigren introduced it in his recent testimony before the House Commerce Subcommittee on Communications and Power. He is the president of the Joint Council of Educational Telecommunications (JCET), a consortium of fourteen of the leading national educational organizations. The House Committee is considering legislation to authorize the FCC's jurisdiction over cable television, a power that the FCC has already asserted and is exercising in proposed rule-making.

Public cablecasting could develop into a richly beneficial system serving the public interest, said Mr. Wigren, if the FCC, with congressional approval, would "set aside" or reserve 20 per cent of any cable channel capacity, past or future, exclusively for noncommercial educational and public service use.

Twenty FM channels were reserved for education in 1945; 242 channels were reserved for ETV in 1952. Now is the time, Wigren urged, to follow the traditional policy, as we approach that communications cornucopia of the wide-band, two-way switching network that will tie every home communications center to every mass and specialized message source. The FCC, he said, has encouraged cable operators to make room for educators and local governing bodies on their systems, but it has set no priorities to protect public service cablecasters. The commission has left it up to local, state, and regional authorities to determine, in granting cable franchises to commercial operators, just how many channels they should reserve for public use. Such a course is dangerous, the president of JCET argued; local authorities generally lack the necessary sophistication to assure the wisest use of channel capacity.

Educators, too, are not yet fully aware of cable TV's potential for education; they need time to learn and to educate local politicians. As for cable operators, they vary in their dedication to the public interest; some have been generous to educators, others regard the academics as simply another set of customers. The FCC, in licensing over-the-air broadcasters, restricted itself; in cablecasting, it has left licensing to the local authorities, who could, conceivably, give away most of the channel space. Cable has an abundance of spectrum space, whereas TV and radio channels are relatively scarce. CATV began with five channels, moved ahead to twelve, and now has twenty channels. Some experts predict that eventually there will be eighty, including standard VHF and UHF.

The educators want 20 per cent of *any* channel capacity system, which an operator could offer a local franchising authority, to be used for public and private school systems, colleges and universities, civic cultural organizations, and other groups willing to produce or pay for informational programs, provided they have access to the system.

Cable's wide spectrum would seem to justify the educators' request for a 20 per cent set-aside that would give them time to mount the appropriate operations. The FCC, the conventional broadcasters, and the CATV operators are engaged in a bitter struggle over integrating cable into the present pattern of over-the-air program transmission. The FCC says it wants an orderly integration; some critics accuse it of "overkill" in its handling of cablecasting, and of protecting the big-city stations and the networks that make their profits selling exclusive audiences to advertisers in the top markets.

The commission and the cable people are no longer on speaking terms; both are looking to Congress for a resolution of the struggle. The FCC, in the past, has invited Congress to veto the commission's rulings, but Congress has declined to legislate. If, after another long round of hearings, it again declines to legislate and leaves the power to the FCC, it would be too early to predict how the commission will feel about the request of the educators for a 20 per cent across-the-board reservation of cable channel capacity. The money involved in cable TV is staggering — considering the economics. The estimate of a yield from a wide-band, switching network to home communication centers is $80 per month per family. Multiply $960 per year by sixty million homes, and you get the idea. With that kind of a stake, it's time for all good citizens to take the JCET lead, and to begin thinking seriously of how to guarantee the public a fair share in public cable communications.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SR Goes to the Movies

Arthur Knight

No Pro Like an Old Pro

OF ALL the veteran directors still working in Hollywood, perhaps the least appreciated is grizzled Henry Hathaway. He has inspired no monographs, no Museum of Modern Art retrospectives; he never even made it to Andrew Sarris's Pantheon. But those with sufficiently long memories (prodded on occasion by late night television) will be forever grateful for such Hathaway classics as *The Lives of a Bengal Lancer, Trail of the Lonesome Pine, The House on 92nd Street, Kiss of Death, The Desert Fox,* and many more. Although, like Howard Hawks, Hathaway is generally regarded as a highly capable action director, many European critics consider his early *Peter Ibbetson,* with Gary Cooper, to be the finest romantic film ever made anywhere, and, apart from Elia Kazan, no one has excelled Hathaway in applying a neorealistic surface to big-city melodramas.

It was as a director of Westerns, however, beginning in 1932, that Hathaway began building a reputation, and it is, therefore, particularly appropriate that he cap his long career with probably the best Western he has ever made, an adaptation of Charles Portis's novel, *True Grit.* In fact, this suspenseful, humorous, action-packed adventure film may well become a classic of the genre and gain for its director belated admittance into the thin front ranks so long dominated by John Ford and Howard Hawks. Like Ford at his best, Hathaway never lets the story line go slack while the cameras drink in atmosphere. Although photographed near Montrose, Colorado, amid some of America's most awesomely beautiful mountains and forests, the scenery provides merely an impressive backdrop to the foreground action. And, like both Ford and Hawks, Hathaway unfolds his story in a straightforward yet laconic style, with no time out for the photographic or editorial trickery so erroneously regarded as "cinematic" these days.

Portis's straight-line narrative, of course, left little room for loitering, and his period—1880—would tend to discourage modern stylistic experiments in any case (although, given the same script and locales, many a lesser director might have been sorely tempted to exploit their obvious potentialities for the pictorial and the picturesque). Hathaway also resisted playing for laughs the prim, somewhat prudish, always commonsensical utterances of his teen-aged heroine, Mattie Ross (Kim Darby). While the lines, as written, provide their own amusement, they also admirably convey the flavor and fervor of a less contaminated, less complicated era. Indeed, Mattie often resembles a sort of feminine Horatio Alger hero gone West.

The film has hardly begun when Mattie's father is shot dead on the streets of Fort Smith. Mattie arrives from the family farm to claim the body, but then stays on to pursue the murderer into Indian territory. To help her, she purchases the services of U.S. Marshal "Rooster" Cogburn (John Wayne)—and is forced to accept further assistance from a young Texas Ranger (singer Glen Campbell) who is after the man for a previous murder.

At this point, with a ready-made triangle built into the plot, the conventional Western would begin to set the two men vying for the lone female. Not in *True Grit,* even though Wayne does grow a bit crotchety when the girl discovers that Campbell is something more than the opportunistic braggart he seemed to be at first. But if the film has been awarded an "M" rating, it is solely because of some salty dialogue. Physically (and also morally) it is as pure as the snows on the topmost peaks of the Continental Divide, glimpsed in the distance from time to time. *True Grit* is first and foremost an action picture.

What gives the film its rock-steady center, however, is the performance of John Wayne who, according to Paramount's production notes, had sought to purchase the story for himself, then agreed to play "Rooster" Cogburn anyway when Hal Wallis outbid him. It would be difficult to imagine another actor in the role. Old pro that he is, Wayne still sits a horse better than any other Western star in the business —although it now takes him a little longer to get on and off his mount. But he takes everything in his still limber stride. "You're too old and too fat to be jumping horses over a four-post fence," Mattie tells him toward the end of the film. "Come and see a fat old man sometime!" he calls to her as he rides away, neatly clearing a four-post fence in the process. With abundant assistance from all their talented aides, both Wayne and Hathaway triumphantly leap all fences to make *True Grit* one of the year's delights.

Be the most hated kibitzer in town

Subscribe to Popular BRIDGE and overnight you'll be the one who knows the right bid, the wrong play and the latest convention. Thousands have discovered the fun and easy way to play like a "pro". They're matching bids with top players from Alfred Sheinwold to Omar Sharif in Popular BRIDGE, the only magazine designed to make the average player play better.

Popular BRIDGE 2 S
16250 Ventura Boulavard
Encino, California 91316

Who cares if I'm loved? I just want to win. Here's $3.11 for my next seven issues.

Name_____
Address_____
City_____ State_____ Zip_____

TAKE YOUR CAR ALONG
and enjoy the full flavor of an Island vacation on

MARTHA'S VINEYARD
or
NANTUCKET

Year-round car and passenger service to these enchanting islands is offered by the Steamship Authority. Frequent daily service operates between Woods Hole on Cape Cod to both islands. Car reservations should be made in advance.

From NEW YORK (direct line) 966-1929

or write for brochure and schedules
WOODS HOLE, MARTHA'S VINEYARD and NANTUCKET STEAMSHIP AUTHORITY
Woods Hole, Mass. Tel. (617) 548-5011

GOOD USED BOOKS

Wide variety, intelligent selection. Literature, fiction, history, social sciences, miscellaneous subjects. Libraries buy regularly: you can too! Send post card for free lists.

Editions, Desk SR, Hempstead, N.Y. 11551

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

World of Dance

Walter Terry

New Bolshoi "Carmen"; More From the Danes

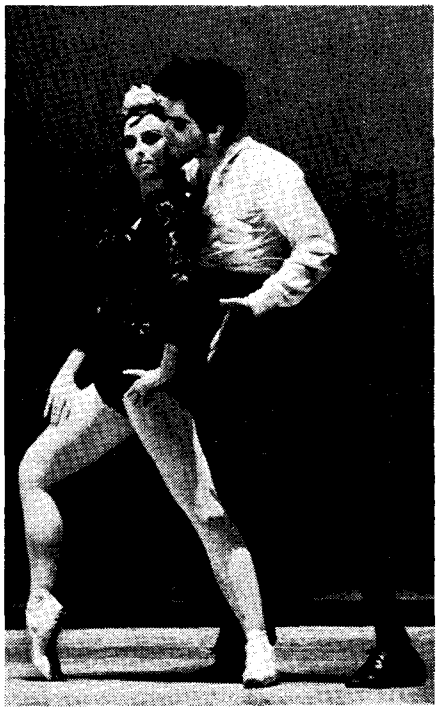
HELSINKI.

MAYA PLISETSKAYA, *prima ballerina* of Russia's Bolshoi Ballet, has almost a schoolgirl crush on *Carmen*, the ballet choreographed especially for her by Alberto Alonso (brother-in-law of Cuba's great Alicia Alonso, who also dances this *Carmen* now) and with a score derived from Bizet by Plisetskaya's composer-husband, Rodion Shchedrin. She had danced it (including all the parts) informally for me in various apartments, and even on the streets of New York, during the Bolshoi's visit to America just a year ago ["Maya Plisetskaya: The Bolshoi's Maverick Star," *SR*, July 27, 1968]. Here, in Finland's capital city, I finally saw the ballet that the great Russian star thinks is "the greatest thing that ever happened to me." As a work of choreography, it isn't quite that—but Plisetskaya is.

Curtain calls went on and on. There were cheers from standing fans saluting a smiling ballerina. For the volcanic star had given us an electrifying characterization in movement of a sexy, headstrong, mercurial woman—part wanton, part romantic, restless, defiant, enticing yet curiously alone in her passions.

Alonso, the choreographer, has done little for her. There are two key movements: a pelvic shift to the side with hands on hip and a recurring high front kick in which she grabs her leg and holds it forehead-high. For the rest, the actions, mostly nonclassical, are more like very elementary evasions of traditional steps than genuinely creative movements essential to the exposition of a wild character and a flaming situation.

Plisetskaya has taken what Alonso has given her and, because she truly believes in it, transformed it into a theater experience that is, in its fiery way, quite as believable as her ineffably sad (and emotionally profound) realization of Fokine's *The Dying Swan*. How do you explain her personal triumph in a work that is not even mediocre—I think I'm losing her longtime friendship as I say this—but in which she works magic? I'm not sure that there is an explanation. But if there is one, it is that she brings to *Carmen* a naïve faith that would do honor to Joan of Arc, along with the sophistication (both instinctive and calculated) of a performer who knows that those thousands of people out



Plisetskaya and Fadeyechev in "Carmen" — "an electrifying characterization in movement."

front are hers by right of conquest. Well? She's Plisetskaya, and there is no one quite like her anywhere in the world.

In addition to *Carmen*, this program, performed by a small unit from the Bolshoi Ballet, offered those extremely short but virtuosic explosions (such as *The Doves* or *Gopak*) at which these Moscow performers excel. For *Carmen*, Plisetskaya's principal assistants were Nicolai Fadeyechev (Don José), Sergei Radchenko (Escamillo), and Natalia Kasatkina (the fate-bull figure). The guest appearance by Bolshoi artists constituted a special event in this summer's Helsinki festival. This particular performance was held in the House of Culture, which very possibly may be the ugliest concert hall, both inside and out, in the world. Its seating capacity, however, is large, while that of the Finnish National Opera, which is one of the loveliest of European theaters, seats only 600.

Because of overlapping ballet schedules during the Scandinavian festivals, I could not see the Finnish Opera Ballet Company in actual performance, but in the opera's handsome rehearsal rooms and studios I caught many glimpses of the present members of an opera ballet that, since its founding in 1921, has built up a repertory of both traditional and contemporary ballets and that has engaged in extensive touring both in Europe and the Americas.

COPENHAGEN.

THE PERFORMING brilliance of the Royal Danish Ballet was the subject of my report from Copenhagen last week, although I took note of certain repertory trends. Under Flemming Flindt, the young director, the company has attained dancing levels of the highest caliber, but also under Flindt there has been a lowering of standards with respect to choreography and production.

His *Galla Variations*, which I mentioned last week in brief, is an extended (meaning "endless") *pas de deux* in which both the male and the female wear costumes of sequin-glints, engage in some difficult but terribly awkward acrobatics, and resemble an "exotic" dance act at some splashy, trashy nightclub. Flindt's *Tango Chikane* (with music by Per Noergaard based upon Jacob Gades's tango "Jalousie") is in the same vein, but it has the advantage of being short, of having some funny bits of dance satire in it, and of having Vivi Gelker to dance it with Flindt.

The Miraculous Mandarin (Bartók) has stumped more than one choreographer. Flindt joins this unhappy crew with his version, in which the distorted movements he has come up with in no way mirror the inner distortions of beings bent on robbery, murder, and rape. His *The Young Man to Be Married*, with scenario by Flindt and Ionesco, music of Noergaard, and graveyard-gray sets, costumes, props, and makeup by Jacques Noël, almost makes the grade on the strength of its purely visual horrors, like a Charles Addams house without the fun. Gray furniture with macabre, gray people in it rises halfway up the walls, on invisible elevators, and descends again as the ghastly-ghostly relatives, one in a wheelchair, harass a determined young man into selecting a bride. Attacked by an endless army of brides, all horrors, he is finally captured and devoured by one with three faces. It isn't a total success, but the staging is highly effective. (Flemming Ryberg is superb in the title part.)

The company's new production of the four-act *Swan Lake* also reflects the two sides of Flindt. The dancing is the result of impeccable schooling, vital directing, and an administering of rehearsals and performances that brook no excuse for anything less than the best. Yet the taste of the production itself is highly questionable. The scenery and costumes of Lars Bo are of the commercial poster school. The swan neck motif is used to death and the costumes for the Hungarians in the national dances of Act III are an im-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

possible mixture of Attila's Huns and today's chorus girls.

Flindt, as choreographer, has made his mark in at least one ballet, the melodramatic and powerful *The Lesson*, but since this is in international repertories, I need not discuss it here.

The old, sturdy, and still life-giving roots of the Royal Danish Ballet's repertory are to be found in the masterful choreographies and the absolutely unique style of August Bournonville, Denmark's ballet genius of the last century. At this festival, I have seen his fascinating theatricalization of a ballet class, *Konservatoriet; La Sylphide* (1836), the keystone of the romantic age of ballet; the gay, Spanish-flavored *La Ventana*; the three-act *Napoli*, King Frederik IX's favorite ballet, with its magic transformation scenes and its inclusion of the Blue Grotto of Capri (boat and all!); and the four-scene, two-act *Kermesse in Bruges*, which I had never before seen in its entirety.

The story of *Kermesse* is about three brothers who come to the aid of an alchemist who, in gratitude for their help, gives one a ring that makes him irresistible to women, another an invincible sword, and the third a bass viol that makes everyone dance. This is Bournonville at his most imaginative, airiest, funniest, in dance and in mime; and the Danes do it like no one else could. Fredbjoern Bjoernsson, the brother with the ring, is fabulous—he mugs sweetly; he dances with youthful vigor; and his comedy timing is in a class with the great comic performers of our day. His performance, as a romantic dancer and as an actor, reminded me of how the young Bournonville himself was once described: "He flies . . . he speaks!" Flemming Halby is the irresistible swordsman with the devilish smile. Ryberg is marvelous as the brother who can bring an entire town—mayor, constabulary, and all—to heel (or flat onto its back!) with his magical music. And Dinna Bjoern is adorable as the Alchemist's daughter both onstage and off, for her father, Niels Bjoern Larsen, one of Denmark's great mimes, *is* the Alchemist.

In addition to the Bournonville treasury, the royal dancers have several Balanchine ballets which they perform expertly: the intensely dramatic *Miss Julie*, the joyous *Graduation Ball*, and other successful productions, among them, the finest *Petrouchka* (Fokine, Stravinsky, Benois) that I have ever seen. The high point in this great Russian creation is the performance of Bjoernsson in the title role. It is a remarkable portrayal, for he never loses the overt, stiff-jointed actions of the puppet, while projecting the inner desires and agonies and frustrations of a human heart imprisoned in the body of a sawdust doll.

Now the finest costs less than $200.

We're talking about Kodak's finest—the Instamatic M9 movie camera. Now you can own one for less than $200.

And what a camera it is. Just drop in the film cartridge and you're ready to shoot. The 5-to-1 zoom lens lets you capture the long shots by telephoto, and gives you the broad view by wide angle. You've got your choice of fingertip power zoom or manual zoom.

Four filming speeds from slow motion to fast action let you set the pace. Through-the-lens CdS electric eye gives you the correct exposure automatically. And the sports-type finder lets you see action outside the area you're filming. There's even provision for remote control and for single-frame exposure for animation.

The Kodak Instamatic M9 movie camera with ultra-fast f/1.8 power zoom lens is waiting for you for less than $200. See your Kodak dealer. Price subject to change without notice.

Kodak Instamatic M9 movie camera.

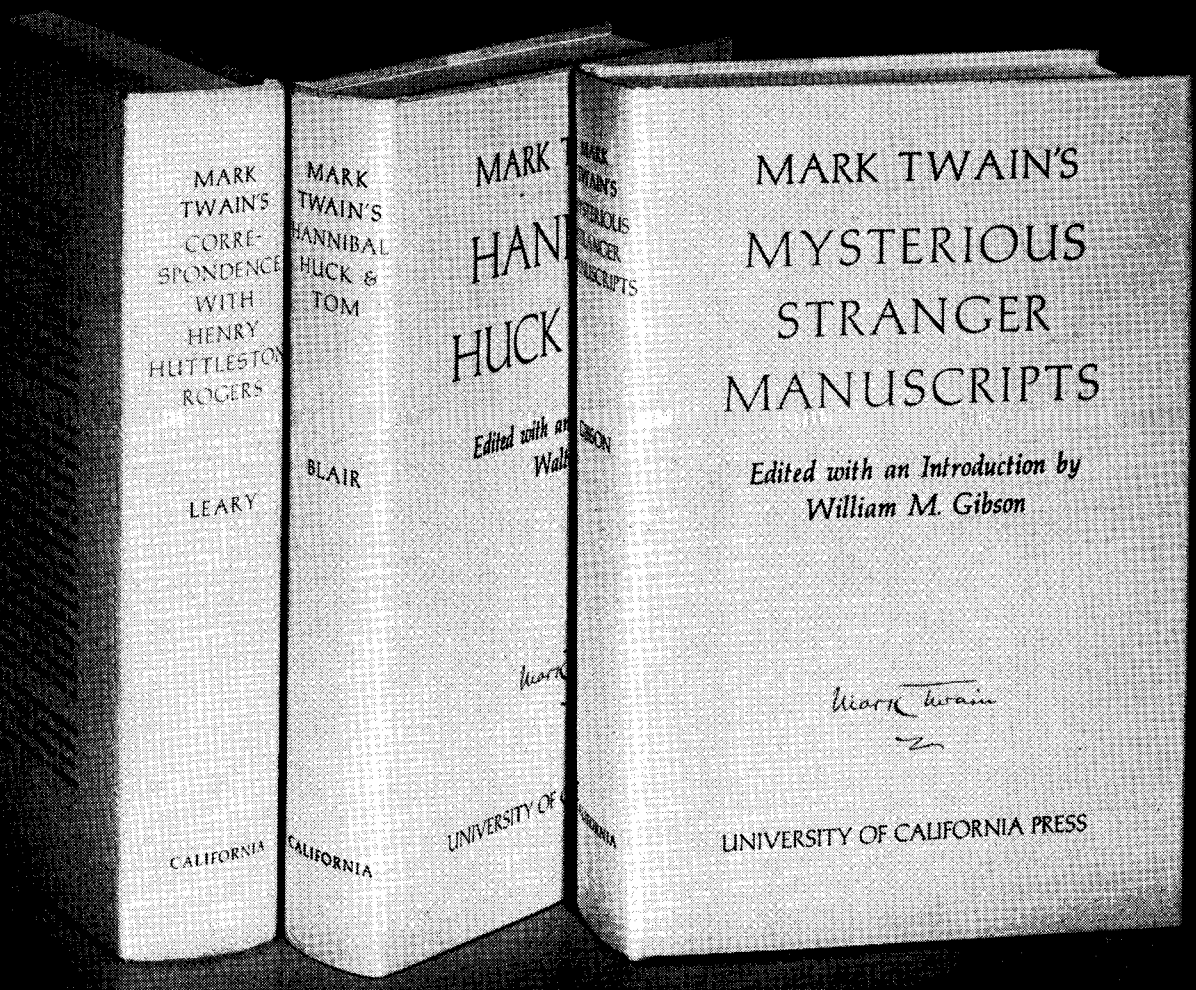
Kodak

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New from California

The Mark Twain Papers

A great quantity of manuscript material was left unpublished at Mark Twain's death in 1910. It includes incomplete literary manuscripts as well as notebooks, correspondence, and other documents. The manuscripts were kept in storage or in the personal possession of his biographer and the first editor of his posthumously published work, Albert Bigelow Paine, who restricted them for his exclusive use for twenty-five years. When Bernard DeVoto succeeded to the editorship, the manuscripts were moved to Harvard, sorted and arranged, and made available for use by qualified scholars. After a brief stay in the Huntington Library, the papers were bequeathed by Mark Twain's daughter, Clara Clemens Samossoud, to the University of California at Berkeley in 1950. In order to make these papers available to the general reader as well as to the Mark Twain scholar, the University of California Press is publishing them in a uniform edition. The most recent of the fourteen volumes planned for publication are pictured below. The price of ***Mark Twain's Correspondence with Henry Huttleston Rogers*** is $15.00; each of the other two volumes is $12.50. Previously published at $10.00 each are ***Mark Twain's Which Was the Dream?, Mark Twain's Satires and Burlesques,*** and ***Mark Twain's Letters to His Publishers, 1867-1894.***



At your Bookseller

UNIVERSITY OF CALIFORNIA PRESS **Berkeley • Los Angeles • New York**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

An essay review of Louis Crompton's "Shaw the Dramatist" (University of Nebraska Press, 261 pp., $7.95)

GBS Teaching How and What to Think

by JOHN BARNES

In the days when Bernard Shaw, a penniless and unknown young Irishman, made a second home in the Reading Room of the British Museum, his curious tastes—books on etiquette, scores of Wagner's operas, a French translation of *Das Kapital*—aroused the interest of another Reading Room regular, William Archer. Archer, a Scot, was already making a name for himself in London as a drama critic and was to become famous as Ibsen's translator. He proved helpful in many ways to the brilliant younger man—recommending that he read Ibsen, getting him the odd book to review, and finally turning over to him the job as picture critic for *The World*, a fashionable London weekly.

More important, Shaw was "shoved by Archer into writing a play." The words are Frank Harris's, and in this case we have no reason to doubt their veracity. An Archer-Shaw collaboration was proposed, with Archer to supply the plot and Shaw the dialogue. Hesketh Pearson, in his biography, recounts how Archer was staggered a week or so later by Shaw's statement that he had "used up" the plot just as he was getting into the thing and would Archer please supply "some more to go on with?" Understandably, the collaboration came to an abrupt end when, during Shaw's reading of the first act, Archer fell sound asleep.

Seven years later — in 1892 — the unfinished work, which had been gathering dust, was resurrected. Bernard Shaw in the meantime had become a highly provocative and entertaining drama critic himself for Frank Harris's *Saturday Review* and a prophet of the "New Drama," which for the most part meant Ibsen's plays translated by Archer. *Ghosts* had been a sensation at the newly founded Independent Theatre and Shaw asserted stridently that the New Drama was destined to revitalize the British stage. Unfortunately, although the producer of the Independent Theatre searched frantically, there were no British plays to be found that would fill the bill. "I had," Shaw wrote later, "rashly taken up the case; and rather than let it collapse I manufactured the evidence." The "evidence" was the incomplete Archer-Shaw collaboration. A third act was duly supplied by Shaw, and *Widowers' Houses*, a rather grim drama about slum landlordism, had its first performance in December 1892 at the Royalty Theatre. Its reception, as might be expected, was mixed, the cheers of the socialists in the audience scarcely drowning out the hisses of their opponents. Archer the critic agreed with Archer the erstwhile collaborator. The play bore slight resemblance to his original conception and he advised Shaw publicly not to "devote further time and energy to a form of production for which he had no special training."

Shaw, of course, had considerable "training" for writing plays. Nearly four years as a drama critic—during which time he wrote criticism that had no fault other than "the inevitable one of extreme unfairness"—had exhausted him but had also left him with the conviction that he could do the job of playwriting better than anyone else. These years, as he told Harris, had forced him to "think out" the theatre's problems. Having done so, the rest was easy: Shaw was not one to overrate the craft he had chosen to follow. "The writing of practicable stage plays," he claimed later in his preface to *Caesar and Cleopatra*, "does

JOHN BARNES is a motion picture writer, producer, and director. His latest film, *Shaw versus Shakespeare*, is to be released soon as part of Encyclopaedia Britannica's Humanities Film Series.

SR: BOOKS

Book Review Editor: ROCHELLE GIRSON

35 **"Shaw the Dramatist,"** by Louis Crompton
38 **One Thing and Another,** by John K. Hutchens
42 **Fifty Faces of Uncle Sam,** by Donald Ellegood
44 **Up with Arts at the UPs,** by Howard R. Webber
46 **The Publishing Scene,** by David Dempsey
48 **"The Orbit of Thomas Mann,"** by Erich Kahler
49 **"Mark Twain's Correspondence with Henry Huttleston Rogers: 1893-1909,"** edited by Lewis Leary; **"Mark Twain's Hannibal, Huck & Tom,"** edited by Walter Blair; **"Mark Twain's Mysterious Stranger Manuscripts,"** by William M. Gibson
51 **"The Way to Rainy Mountain,"** by N. Scott Momaday; **"Guests Never Leave Hungry,"** edited by James P. Spradley; **"A History of New Mexican-Plains Indian Relations,"** by Charles L. Kenner
52 **"Search for a Place,"** by M. R. Delany and Robert Campbell
53 **"Southern Fiction Today,"** edited by George Core; **"Faulkner: Myth and Motion,"** by Richard P. Adams; **"Faulkner's Olympian Laugh,"** by Walter Brylowski; **"Thomas Wolfe's Albatross,"** by Paschal Reeves; **"Hemingway: The Writer's Art of Self-Defense,"** by Jackson J. Benson
55 **"Auden's Poetry,"** by Justin Replogle
56 **"The World of the Thriller,"** by Ralph Harper
57 **"Experiences,"** by Arnold Toynbee
58 **"Epistle to the Babylonians,"** by Charles L. Fontenay
60 **"The Lean Lands,"** by Agustín Yañez
61 **"Mr. Penrose,"** by William Williams
62 **Pick of the Paperbacks,** by Rollene W. Saal

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

not present an infinite scope to human talent; and the playwrights who magnify its difficulties are humbugs. The summit of their art has been attained again and again." No one, he said, would ever write a better tragedy than *Lear* or a better comedy than *Peer Gynt* (or, we might add, a better melodrama than *Caesar and Cleopatra*). As for the techniques of the craft, these were child's work. The important thing to Shaw, of course, was not the form but the content of a play. It was the philosophy, the outlook on life, that mattered. The stage must become a "powerful instrument for teaching the nation how and what to think and feel."

In *Shaw the Dramatist*, Louis Crompton concentrates quite rightly on Shaw the teacher. He does not neglect the occasional aside on dramatic technique, nor is he above quoting Green Room gossip when this helps us to come to grips with Shaw's thought. What he has attempted to do —indeed, what he has succeeded in doing—is to elucidate Shaw's major plays "through a consideration of their social, philosophical, and historical backgrounds." Anyone who writes about Shaw is faced at once, of course, with a formidable challenge: Shaw himself, as Crompton concedes, was his own most helpful explicator. Thus one of Crompton's major sources has been Shaw's plays and prefaces. More than this, he has gone to the manuscripts of the plays and to Shaw's unpublished lectures and essays. The result is some new and lively insights into Shaw's career as a dramatist.

GBS's intention in his first cycle of "Unpleasant Plays" — *Widowers' Houses, Mrs. Warren's Profession, The Philanderer* — was, in Crompton's phrase, "to sear our conscience, not to play upon our theatrical sensibilities." Later, in such works as *Arms and the Man*, Shaw learned the theatrical wisdom of getting at people's conscience less directly. He had finished with "surgical operations without the benefit of the usual laughing gas."

Arms and the Man, however, was not one of Shaw's favorite pieces. Rereading it some years later, he was "startled to find what flimsy, fantastic, unsafe stuff it is." He wrote it hastily, it seems, and Crompton relates the intriguing story of how he came to set the play in Bulgaria, a background which Archer (who for the most part seemed to have deeply regretted the "shove" he gave Shaw) thought "arbitrary and fantastic." At any rate, Shaw, having decided that a play containing "the clash of romantic ideals with cold, logical democracy" might be of some interest, wrote his first draft. "The names of the places were blank," Crompton quotes him as admitting, "and the characters were simply The Father, The Daughter, The Stranger, The Heroic Lover, and so on." Wanting a war as a background and being "absolutely ignorant of history and geography," Shaw went about among his friends "and asked if they knew of any wars." The incredible Sidney Webb, a walking encyclopedia, "spent about two minutes in a rapid survey of every war that has ever been waged, and then told me that the Servo-Bulgarian was what I wanted . . . So I looked up Bulgaria and Servia in an atlas, made all the names of the characters end in 'off,' and the play was complete."

But in spite of this seemingly lighthearted manner of arriving at "his war," Shaw (and, we may be sure, Webb) had definite political reasons

for heading the play "Bulgaria, 1885." Such a reference was charged at the time with strong emotional overtones for English audiences. Gladstone, Shaw had claimed elsewhere, was inflaming the English people with evangelical, anti-Turkish accounts of atrocities in his *Bulgarian Horrors* and thus distracting attention from pressing social problems at home. Shaw's self-appointed task, obviously, was to teach the nation how to think about these matters correctly, as well as to satirize poetic views of love and war. But, as Crompton notes:

> Audiences in 1894 must have been as much surprised by Shaw's satire as audiences of today would be if the Ethiopians had beaten Mussolini in 1935 and someone had then written a play making fun of the Ethiopians. The point is that Shaw is not a romantic nationalist of the Liberal ilk with a sentimental prejudice in favor of small nations. Throughout his lifetime Shaw's criterion for judging wars was simple: Which side represents the higher level of civilization?

Melodrama, Crompton tells us, was considered by Shaw to be "an ideal medium for the moral re-education of the masses." But Shaw's idea, of course, was to write a new kind of melodrama, purged of the usual jingoism and of the morally questionable idea that vengeance is "spiritually nutritious." He succeeded brilliantly in breathing new life into an old genre. His melodramas are full of violence, threats of sudden death, and hairbreadth escapes; but at the same time each of them challenges a British jingoist bias. As Crompton observes, "*The Devil's Disciple* ends in a British defeat, the only Briton in *Caesar and Cleopatra* chooses to remain a slave of his country's conqueror, and the rescue operation in *Captain Brassbound's Conversion*, absurd as it is, is undertaken by a contingent of American marines."

To paraphrase Shaw, any playwright who would serve up such stuff to a British audience would stick at nothing. And Shaw was not the man to stick once he had got going. The choice of Julius Caesar as hero for his next melodrama must have seemed (and probably seems still to most English-speaking audiences) a mere piece of perversity. But Shaw agreed with Goethe that Caesar's assassination was "the most senseless of deeds," and he would undoubtedly have consigned Brutus, as Dante did, to a place in hell alongside Judas Iscariot.

Shaw's major scholarly source for his Caesar was Mommsen's monumental *History of Rome*. Crompton's researches led him to the University of Texas and to a fascinating document—several pages of notes in Shaw's hand on Mommsen's work, which Crompton gives us in full. GBS's emphasis is on action: Caesar besieged, Caesar cut off, Caesar making a last-minute escape—melodrama, in other words. But there is more than that. We can see how a random note on an obscure event was later turned into a scene or a passage of dialogue in *Caesar and Cleopatra*. One cryptic reference states:

> Caesar demands his £400,000, arrears of Auletes's debt.
> Pothinus & P. D. send the treasures of the temples & the gold plate of the king to be melted at the mint, so as to make as big a scene as possible.
> Bare walls & wooden cups.

In the second act of the play Shaw has expanded this:

POTHINUS: Is it possible that Caesar, the conqueror of the world, has time to occupy himself with such a trifle as our taxes?

CAESAR: My friend: taxes are the chief business of a conqueror of the world.

POTHINUS: Then take warning, Caesar. This day, the treasures of the temple and the gold of the King's treasury shall be sent to the mint to be melted down for our ransom in the sight of the people. They shall see us sitting under bare walls and drinking from wooden cups. And their wrath be on your head, Caesar, if you force us to this sacrilege!

CAESAR: Do not fear, Pothinus: the people know how well wine tastes in wooden cups.

Perhaps it is not strange that few of Shaw's notes concern Caesar's char-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

acter as presented by Mommsen. Certainly Shaw drew on the historian's conception of Caesar as an astute politician, a masterful administrator, and a military genius. But where in Mommsen can one find a kindly Caesar, without resentment, without vindictiveness? Of course quite possibly Shaw had Caesar's character more or less taped before opening Mommsen, and had not far to look to find it. In the play, Cleopatra describes Caesar in these words: "He has no hatred in him: he makes friends with everyone as he does with dogs and children . . . His kindness is in his own nature."

Recently, rereading Pearson's biography, I came across this sentence: "He is quite friendly and sympathetic with everybody, from dogs and cats to dukes and duchesses, and none of them can imagine that his universal friendliness is not a special regard for them." The writer of this was not Shaw describing Caesar, but Shaw's wife describing Shaw. Another woman had become far too enamoured of him, and Charlotte (and may we assume Shaw also?—the style seems unmistakably his) had had quite enough of the situation.

The character of Caesar, which as Crompton points out bears a strong resemblance to Nietzsche's "Great Man," is, whatever its sources, a fascinating one. One day Richard Kiley, during our rehearsals for *Caesar and Cleopatra,* suddenly had a happy thought. The key to Shaw's Caesar, he said to me, was to play him as though all the other characters in the drama were children. It worked admirably. I wish, however, that we had had Crompton's book at hand; conceivably a passage such as the following might save a director and his cast valuable time:

> In his interpretation of *The Ring of the Nibelungs* Shaw divides the actors in Wagner's allegory into four categories: the predatory, lustful, greedy people; the dull, patient plodders; the "gods" or lawgivers who invent the religious, moral, and legal codes society is bound by; and finally, the heroes who free men from the rule of the "gods" when their codes become obsolescent.

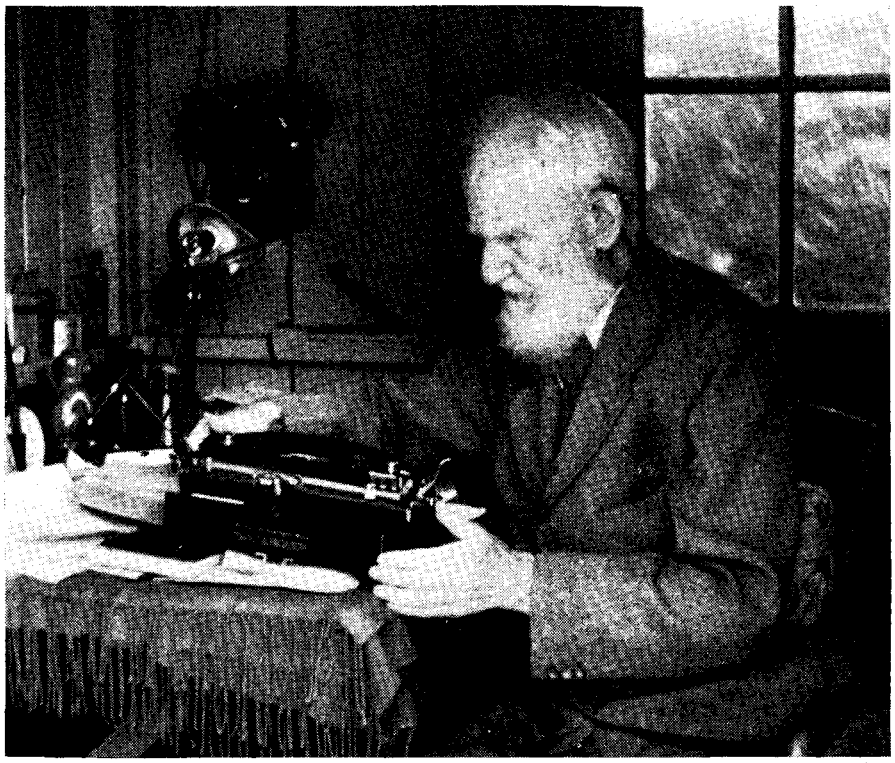
Clearly, as Crompton perceptively demonstrates, Cleopatra belongs to the first category, as does Caesar to the last. Of those close to Caesar, Rufio is loyal and affectionate "as a dog is loyal and affectionate," while Britannus is a man of the third class, a moralist and a legalist. Thus he softens Caesar's blunt demand, "Now, Pothinus, to business. I am badly in want of money," to: "My master would say that there is a lawful debt due to Rome by Egypt, contracted by the King's deceased father to the Triumvirate; and that it is Caesar's duty to his country to require immediate payment."

Crompton is equally perceptive in his analysis of the play's various characters allegorically, as animals: Cleopatra is a kitten and a serpent, Theodotus a viper, Ftatateeta a tigress or a crocodile, and so on. The clues are all to be found in Shaw's text, and Crompton's is a first-rate demonstration of the kind of "formal analysis" that we used to practice at the University of Chicago. Crompton, a Ph. D. from that university, has in *Shaw the Dramatist* made an effort "to break with the formalism that has dominated the academies for the last generation and to connect literature once more with life and society." This he certainly has done; but I should imagine he would concede that "formal analysis" is still an invaluable first step. Whether a director, a scholar, or a "literate layman," one should try first of all to come to terms with what the author is driving at—and with Bernard Shaw this isn't always too easy.

When he deals with the central problem of *Caesar and Cleopatra* Crompton, I am afraid, is no more successful than I was in my recent production (nor, for that matter, than other directors have been before me—at least those whose productions I have seen). The fault, dear reader, lies not in ourselves that we are underlings, but in Shaw.

In *Caesar and Cleopatra* Shaw demands that we think deeply about the moral and social significance of killing. The play is, for him, a remarkably violent one. There is "an almost Shakespearean quota of deaths"—two murders in the course of the action as well as three others that we are implicitly asked to judge. We hear, first of all, about the cold-blooded slaying of Pompey by Lucius Septimius. Caesar reacts to this, as Crompton says, "with all the horror that Plutarch and Appian ascribe to him." Lucius then chides Caesar with the fact that he has seen "severed heads before," reminding him of the judicial murder of Vercingetorix: "Did you spare him, with all your clemency? Was that vengeance?" Caesar's reply is more than effective: "No, by the gods! Would that it had been! Vengeance at least is human." Vercingetorix, he goes on, was put to death as an example, "a necessary protection to the commonwealth, a duty of statesmanship—follies and fictions ten times bloodier than honest vengeance! What a fool was I then!"

Next, during the banquet scene, we are all but present at the murder of Pothinus, who is slain by Ftatateeta on Cleopatra's orders. Pothinus, she says, has insulted her—the Queen!—to her face and plotted against her. Was she not right to have him killed? All the others — Britannus, Lucius, Apollodorus—agree: Caesar is in the wrong. Caesar's summation speech (each of Shaw's melodramas contains



—*Bettmann Archive.*

Bernard Shaw—"his own most helpful explicator."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

such a "trial" scene) is by any standards magnificent:

> If one man in all the world can be found, now or forever, to know that you did wrong, that man will either have to conquer the world as I have, or be crucified by it. (*The uproar in the streets again reaches them.*) Do you hear? These knockers at your gate are also believers in vengeance and in stabbing. You have slain their leader: it is right that they shall slay you. If you doubt it, ask your four counsellors here. And in the name of that right (*he emphasizes the word with great scorn*) shall I not slay them for murdering their Queen, and be slain in my turn by their countrymen as the invader of their fatherland? Can Rome do less then than slay these slayers, too, to show the world how Rome avenges her sons and her honor? And so, to the end of history, murder shall breed murder, always in the name of right and honor and peace, until the gods are tired of blood and create a race that can understand.

The dramatist's craft can be carried no further. Caesar's speech, as Apollodorus says, has "an Olympian ring in it: it must be right; for it is fine art."

Indeed it is fine art: Shaw has convinced us and we are with him all the way—up to a point, that is. For the next murder we are asked to judge is a different matter. Rufio, Caesar's bodyguard, has slain Ftatateeta. She was Cleopatra's "tigress that killed men at her bidding," and Rufio figured that Cleopatra might bid her kill Caesar someday. Cleopatra (who has learned little from Caesar) demands vengeance: "On your head be it as upon his, Caesar, if you hold him free of it." "On my head be it, then," Caesar replies energetically, for the thing was well done. Then:

> Rufio: had you set yourself in the seat of the judge, and with hateful ceremonies and appeals to the gods handed that woman over to some hired executioner to be slain before the people in the name of justice, never again would I have touched your hand without a shudder. But this was a natural slaying: I feel no horror at it.

That is all: a good speech certainly, but not good enough. In the festive context of the last act, of course, it "works"—Shaw's "stage tricks and suspenses and thrills and jests" stand him in good stead. Caesar mispronounces Ftatateeta's name (for perhaps the dozenth time in the play), makes Cleopatra laugh, and promises to send her "a beautiful present from Rome" (Mark Antony). As Crompton says, "Caesar simply refuses to play

(*Continued on page* 64)

One Thing and Another

John K. Hutchens

ITHACA, N.Y.

To the delegates to the forthcoming annual meeting of the Association of American University Presses:

As you assemble tomorrow on this beautiful campus for your annual three-day deliberations you may very well be asking just how things stand here in the wake of last April's storm, strife and headline-making. As of this writing, the answer is that things are quiet, for the moment, although no one is publicly offering or taking any sizable bets on what could happen next fall. Fixed in time-weathered bronze, Ezra Cornell and Andrew Dickson White, who jointly unveiled this great university in 1868, gaze at each other across the historic quadrangle beloved of all old Cornellians. Neither appears to be worried. Willard Straight Hall, fortress of the embattled black dissidents who seized it on Saturday morning, April 19, seems to your advance agent to be without visible scars. The waters of Fall Creek flow unvexed through their gorge to Cayuga Lake far below.

About this, more later. Meanwhile, relax.

As you will not be long in realizing—if you are not already aware of it—the press that is your host this year is celebrating its 100th anniversary. Moreover, it was the first university press in the United States. (What were far older institutions, Harvard, Yale, Princeton, and the like, doing at the time about establishing a university press? They were doing nothing at all.) To be sure, this is not the university press with the longest history of continuous publication, because, as Morris Bishop relates in *A History of Cornell*, in 1884 it sank into "a long coma," not to be reawakened until 1930.

But there it is, the proud fact of a centennial, and even those university presses that point to uninterrupted publishing records must salute the eminence of CUP as it is today. In terms of annual rate of production (seventy-five to eighty-five books), total number of books in print (650), and sales volume (over $1 million), it is one of the ten largest American university presses. And, as anyone may see by examining its current and recent catalogues and its backlist, Cornell ranks with the top presses in the all-important matter of quality. It has achieved this, you will further note, as a self-supporting unit without any subsidy from the university, and without venturing into such sidelines as the printing of college catalogues and sundry commercial odds and ends. CUP is one of the very few university presses to enjoy this kind of independence. In fact, the press has no printing plant of its own. It is happy simply to be publishing books.

Obviously there was a lot of ground to be made up when Cornell's Board of Trustees reactivated the press almost forty years ago. In the long interval between 1884 and 1930 there had been a university press of sorts, the Comstock Publishing Company, founded in 1893, devoted to books on natural science and agriculture. Two of these—Professor John Henry Comstock's *An Introduction to Entomology* and his wife Anna Botsford Comstock's *Handbook of Nature Study*—are still available, in their ninth and twenty-fourth editions, respectively. With the demise of Mr. and Mrs. Comstock in the early 1930s, the reborn CUP inherited the Comstock Publishing Company's backlist of two dozen books, along with two charming Swiss chalets that are now the press's headquarters at 124 Roberts Place—a bonanza, or, as you might say, a sort of local Comstock Lode. The Comstock imprint continues to this day for CUP books in the areas of nature study and the applied biological sciences.

Indeed, as recently as the mid-1950s a dozen of the Comstock imprints accounted for 50 per cent of CUP's income. (It is now less than 10 per cent.) But by that time things were happening; the road toward a solid future was being paved. Under the vigorous leadership of Victor Reynolds, from 1943 to 1963 CUP's director (or University Publisher, as the title goes here), CUP

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE UNIVERSITY OF SOUTH CAROLINA PRESS

is pleased to offer the readers of
Saturday Review
a selection of works
of distinguished scholarship
in various disciplines

A. R. BURN
THE ROMANS IN BRITAIN $5.95
An Anthology of Inscriptions
With translations and a running commentary

HENRY STEELE COMMAGER
editor
WAS AMERICA A MISTAKE? $5.95
An Eighteenth-Century Controversy
Elmo Giordanetti, coeditor; introduction by Henry Steele Commager

EDWARD CONZE
THIRTY YEARS OF BUDDHIST STUDIES $6.75
Selected Essays

GEORGES DUBY
RURAL ECONOMY AND COUNTRY LIFE
IN THE MEDIEVAL WEST $10.00

WOLFGANG FRANKE
CHINA AND THE WEST $5.95

SAMUEL KINSER
editor
ISABELLE CAZEAUX
translator
THE MEMOIRS OF PHILIPPE DE COMMYNES $10.00
Volume I, Books 1-5

R. M. LUMIANSKY
TROILUS AND CRISEYDE $5.00
Chaucer's Troilus *rendered into modern English prose by R. M. Lumiansky*
Introduction by the translator

RICHARD B. MORRIS
general editor
DOCUMENTARY HISTORY OF THE UNITED STATES $7.95 *each*
Approximately thirty-three volumes in collaboration with
Harper Torchbooks

ERWIN PANOFSKY
IDEA $7.50
A Concept in Art Theory

VLADIMIR PETROV
"JUNE 22, 1941" $5.95
Soviet Historians and the German Invasion
Includes a complete translation of A. M. Nekrich's controversial book

R. PINDER-WILSON
editor
PAINTINGS FROM ISLAMIC LANDS $7.95
Oriental Studies, Volume IV

ALEXANDER SOLZHENITSYN
"WE NEVER MAKE MISTAKES" $3.75
Two Short Novels
Translation and introduction by Paul W. Blackstock

RENÉE NEU WATKINS
translator
THE FAMILY IN RENAISSANCE FLORENCE $10.00
I Libri della Famiglia by Leon Battista Alberti
Introduction by the translator

HENRY W. WELLS
ANCIENT POETRY FROM CHINA, JAPAN, AND INDIA $10.00
Rendered into English verse by Henry W. Wells
Introduction, "A New View of Translation," by the translator

MICHAEL WILSON
THE ENGLISH CHAMBER ORGAN $7.95
History and Development
Foreword by W. L. Sumner

COLUMBIA
SOUTH CAROLINA
29208

THE UNIVERSITY OF
SOUTH CAROLINA PRESS

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

became the first university press to enter the paperback field; launched the pioneering series, Cornell Studies in Civil Liberty; under joint imprints published books for the American Historical Association, the Folger Shakespeare Library, and the New York State Historical Association, built a notable series after World War II in a neglected field, the Middle East.

When Mr. Reynolds resigned in 1963 to become director of the University Press of Virginia—he wanted "a better job for less money," he said—he was succeeded by Roger Howley, and CUP kept moving ahead. Graduated from Cornell in 1949, and with a background of twelve years at the Macmillan Company as manuscript scout, salesman on the college circuit, editor, and European editorial representative, he was editor-in-chief at the Johns Hopkins University Press when he heeded the call from Ithaca. Arriving there, he had definite notions about press policy. It was time, he was convinced, for Cornell to have a publishing activity commensurate with its high place in the university world. The first step was not only to enlarge his staff (it numbered twenty then, and has grown to fifty) but to stock it with career publishing professionals in all departments.

Class tells, as the saying goes at the race track, and the results have been gratifying. Six years ago manuscript submissions to CUP ran to about 100 a year. Now they average 500. Of books published in hardcover, some 25 per cent are by Cornell faculty members. If, in the opinion of Mr. Howley and his two top editors, Bernard Kendler and Charles Pepper, a manuscript proves worthy, it is recommended to and passed upon by an editorial board of four Cornell professors appointed by the president of the university.

As with any press, university or otherwise, the books that sell well pay the way for other good but less popular ones. CUP's average printing for hardcover books is 2,500 to 3,000, and 6,000 to 7,000 for the paperbacks, most of which are reprints of earlier hardcover books. The all-time CUP hardcover champion is Mrs. Comstock's *Handbook of Nature Study*, with 126,000 copies; the blue ribbon paperback is *Parties and Politics*, by Professor Clinton Rossiter of Cornell, with 109,000. The oldest book on the list? It's William R. Dudley's *The Cayuga Flora*, published in 1886. Don't bother to ask Mr. Howley how CUP came to issue it two years after the press presumably entered upon its long sleep way back then. He doesn't know. Nor does anyone seem to know just why the press *was* closed, unless it was because its founder, Andrew D. White, was then about to retire as president of the university and times were generally hard, as witness the rise in tuition that year from $10 to $25 a term.

For that matter, times aren't exactly easy right now in university press publishing, what with manufacturing costs up by 5 per cent over a year ago, and the general overhead by much more than that. Fortunately, Cornell doesn't expect its press to show a profit, and such profits as there may be are ploughed right back into its operation.

Doubtless you will be hearing next week of another problem that afflicts CUP and its fellow presses—the "brand image." As Mr. Howley puts it:

"In the last ten years university presses have become much more widely known and understood than they were earlier. Within only the last few years, however, these publishers have broadened their programs, strengthened their staffs, and increased their professional sophistication more than they had in all the previous years of their existence. The ironic result is a larger gap than has ever existed between the presses' real stature as book publishers and the way these organizations are seen by their various publics."

At CUP they combat this situation as best they can with a list both flexible and wide-ranging. What they try to do, says Mr. Howley, is to publish books of extraordinary interest and quality, whatever their category. This season's fall and spring lists bear him out. Here is John Dos Passos's first novel, *One Man's Initiation: 1917*, published for the first time in America in its unexpurgated version. Here also is another kind of war book, *The Outbreak of the Peloponnesian War*, by Cornell's Professor Donald Kagan. For $2.95, in the new Cornell Paperbacks, you can acquire *The Problem of Slavery in Western Culture*, David Brion Davis's 1967 Pulitzer Prize-winner in non-fiction, and for $10, *H. L. Mencken's "Smart Set" Criticism*.

If CUP is especially happy about a single recent development, it is the co-publishing projects into which it has entered with several English firms—that is, various series in which CUP will act as full partner in the planning, editing and publishing of books that will be printed abroad and imported here for sale and distribution, such as The Sources of History series, which was launched this spring with G. R. Elton's *England, 1200-1640* and will extend to at least twenty-five volumes, and Aspects of Greek and Roman Life, in conjunction with the British firm of Thames and Hudson.

"New Dimensions in University Publishing" is the theme of this year's AAUP meeting, and as usual the sessions will be rich in discussion of inside matters like subsidiary rights, scholarly journals, and paperback promotion. Aside from this, you will inevitably be hearing a great deal about what promises to go down in Cornell history as The Week. Even if you wanted to, you couldn't avoid it. The lingering sense of shock is all around you as people talk of the April 19-27 upheaval, argue about its causes, speculate on its aftermath. Faculty members disagree about it. So do students. So do Ithaca taxi drivers.

If copies of the June issue of *Cornell*

Your Literary I.Q.

Conducted by David M. Glixon

CALLING ALL ORNITHOLOGISTS

Poets, novelists, storytellers, humorists, dramatists—all have had literary recourse to our airborne neighbors. Jeanne Shannon of Phoenix (!) Arizona, asks you to fill in each title with the missing bird (sometimes plural) and assign it to the right author. For cage numbers, see page 65.

1. *The Wild* _____ *at Coole* ( )
2. *Give Your Heart to the* _____ ( )
3. *The* _____ *in the Attic* ( )
4. *The Green* _____ ( )
5. *The* _____ *That Is Forgotten* ( )
6. *The* _____ ( )
7. *Too Late the* _____ ( )
8. *The* _____ ( )
9. *The Ugly* _____ ( )
10. *To the* _____ ( )
11. *The Song of the* _____ ( )
12. *To a* _____ ( )
13. *To Hear an* _____ *Sing* ( )
14. *The Wings of the* _____ ( )
15. *A* _____ *Too Frequent* ( )
16. *Sweeney Among the* _____ ( )
17. _____ *Island* ( )
18. *The* _____ ( )

A. Andersen
B. Bryant
C. Cather
D. Dickinson
E. Eliot
F. France
G. Fry
H. James
I. Jeffers
J. Lanier
K. Lindsay
L. Maeterlinck
M. Paton
N. Poe
O. Schnitzler
P. Thurber
Q. Wordsworth
R. Yeats

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Alumni News are available, you may read the twenty-odd pages it devotes to The Week and decide for yourself how close an institution famed for its far-seeing program designed for a minority group came to disintegration.

Here, on the one hand, is Steven Muller, vice president for Public Affairs, declaring that President James Perkins acted to the very limit of his authority to preserve order on the campus and avoid bloodshed.

Here, on the other hand, is Professor James A. John of the Department of History, stating that "this university, I believe, can survive the expulsion or departure of no matter what number of students and the destruction of buildings far better than it can survive the death of principle."

Somewhere in between is a group of forty-one professors who avowed their intention to stop teaching or to leave Cornell unless they were guaranteed their—and their students'—"freedom to inquire, to teach, and to learn without intimidation."

If they meant what they said, and if the intimidation is renewed during the next academic year, the blow to Cornell would of course be devastating.

The talk ran on while your correspondent dutifully listened. Was it possible that the burning cross that triggered the rebellion was placed there as a tactical act of provocation? John Marcham, editor of the *Alumni News*, suggests as much in a balanced summary of The Week. Did the black students who took over Willard Straight Hall really fear an attack on them? It remains an open question—the key question, in Mr. Marcham's view. And, finally, despite the administration's claim that all the black students marched out of Willard Straight Hall with guns unloaded, there is photographic evidence to the contrary.

Some of the black students' demands clearly had the sympathy of many white students and a number of the faculty. Even while expressing that sympathy, however, not a few were drawing uneasy comparisons with the fascistic methods of European student dissenters of the 1930s. Another irony is tucked away in Mr. Bishop's *A History of Cornell* (the very model, incidentally, of what a chronicle of a university should be, informative and sprightly). Willard Straight Hall, Mr. Bishop noted, writing in 1962, was dedicated in memory of a distinguished Cornell alumnus "who wished that his estate might 'serve in some way to enrich student life and to enlarge the opportunity for human contact.'"

Far above Cayuga's waters you will find people of good will still hoping for the best.

Lewis and Clark: Pioneering Naturalists

Paul Russell Cutright

This book adds a new dimension to the predominant image of Lewis and Clark as master explorers, woodsmen, and military leaders. Written from a naturalist's point of view, it not only provides a detailed study of the much-neglected scientific and technical aspects of the famous 1804 expedition, but brings Lewis and Clark fully onto the stage of American history as important pioneering naturalists. 506 pages. 16 halftones. $12.50.

Myth on the Modern Stage

Hugh Dickinson

The use of classical mythology by ten modern dramatists is described and analyzed in this interpretive study of the theatre of Anouilh, Cocteau, Eliot, Gide, Giraudoux, Ionesco, Jeffers, O'Neill, Sartre, and Williams. Mr. Dickinson treats each playwright separately, exploring his personal esthetic, examining his work in terms of its classical forebears, and critically analyzing the impact of adaptations made on the dramatic quality of the resulting play. 359 pages. $8.50.

Dimensions of Academic Freedom

Walter P. Metzger, Sanford H. Kadish, Arthur DeBardeleben, Edward J. Bloustein

Student unrest the world over underscores the pertinence of these essays which view the concept of academic freedom vis-à-vis the rapidly changing nature of today's university. The authors consider major challenges to this freedom posed by the increasingly "delocalized" academic institution, by the professorial strike, by demands of university interaction with external society, and by the role of the "new student." 121 pages. Clothbound, $3.95; paperbound, $ .95.

The Joys and Sorrows of Recent American Art

Allen S. Weller

The paradoxical, often confusing signs and symbols in contemporary American art, and the artist as both prophet and intimate part of our total culture are the themes of this handsomely illustrated critique. Ninety-two black and white, and four full-color plates feature the works of leading painters and sculptors. "Weller's book is workmanlike, compulsively readable and totally fascinating." — *Arts Review*. 185 pages. Clothbound, $7.95; paperbound, $3.95.

UNIVERSITY OF ILLINOIS PRESS
Urbana Chicago London

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FIFTY FACES OF UNCLE SAM

by DONALD R. ELLEGOOD

Ever since Cornell issued *The Cayuga Flora* in the 1870s American university presses have been publishing regional books. But "regional publishing" as a systematic university press activity has had a relatively brief history, dating roughly from the early 1930s and associated especially with two now famous imprints, Chapel Hill, North Carolina, and Norman, Oklahoma.

In 1945, after twenty years of publishing books from Chapel Hill, W. T. Couch, second director of the University of North Carolina Press, stated well the case for regional publishing. "Every people," he said, with reference to the South, "must do its own learning or accept the consequences of allowing others to take care of this task." By then the North Carolina Press had published about 450 books, more than one-third of which dealt with the South—its history, biography, and literature, social studies about it, including race relations, and the botany and zoology of the region. Together these books helped support a regional identity and created a tradition at Chapel Hill still much in evidence today.

Another pioneer of regional publishing was Savoie Lottinville, recently retired director of the University of Oklahoma Press. "The great task" of a regional press, he said, "is to develop programs that will be carried out over forty or fifty years." This the Oklahoma Press did superbly with its three series on the Civilization of the American Indian, started in 1932 and now running to 100 volumes, the American Exploration and Travel series, and the Western Frontier Library.

With these two great exemplars, North Carolina and Oklahoma, the practice of regional publishing by university presses—of developing long-range programs to serve local needs—quickly spread to other parts of the country.

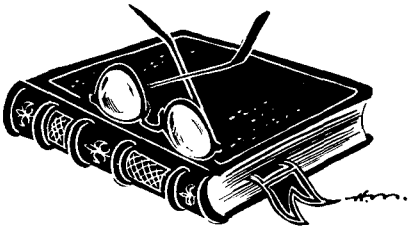
In 1937 Louisiana State University Press inaugurated a ten-volume History of the South, which only last year was brought to completion with publication of *The Emergence of the New South, 1913-1945*, by George Tindall. In the East notable regional programs early developed at Rutgers and Syracuse, and in the Midwest a number of presses, led by Iowa State and Minnesota, became known for their regional works. Regionalism was practiced in the West on a small but discriminating basis at New Mexico, California and elsewhere by historical societies. One press in Canada—Toronto—played an especially important role by stimulating a whole generation of scholars to undertake serious regional studies of Canadian life and society.

During the 1940s and 1950s a number of new presses came into being, primarily at state universities, including Kentucky, South Carolina, Nebraska and Indiana, which made distinguished contributions to their region's culture. In Connecticut Wesleyan University Press brilliantly demonstrated to older neighboring presses a place for regional publishing in New England.

Strategically located presses such as Florida, Texas, Arizona and Washington extrapolated their regional boundaries to include neighboring cultural areas and began publishing extensively on the Caribbean, Mexico and Latin America, Western Canada and Alaska.

By the 1960s almost every state had its own university press, "service to the region" was a charter obligation, and the publishing of regional books had become truly a nation-wide industry.

Today in many states the university press is the best book publishing



agency in its area—sometimes also the best printer—and its imprint carries considerable cultural responsibility, particularly for the regional book. The increasing role of the university as a patron of the arts, with artists, creative writers and composers, dramatists and dancers being brought on campus, makes it increasingly appropriate for university presses to publish regional art, drama, and fiction, as well as films, music and recordings, as some presses are beginning to do. Indeed, this is a healthy development in sustaining regional variations and preventing the provincialism of the East from becoming standardized as the national pattern.

Many of the regional presses have associated themselves with local art museums and historical societies to mutual benefit, and out of this union have come some very good books, such as *Portrait of a Period: A Collection of Notman Photographs 1856 to 1915* (McGill), a selection of old photographs recording many facets of Canadian life; *The Enduring Navaho*, by Laura Gilpin (Texas), another eloquent pictorial record; and *Art of the Kwaikiutl Indians*, by Audrey Hawthorn, published by Washington jointly with the University of British Columbia's Museum of Anthropology.

A hasty survey of regional presses and their publications shows other new fields opening up. Last year Louisiana State University Press published *New Orleans Jazz* and *Preservation Hall Portraits* and, according to the press director, Richard L. Wentworth, they have plans for another half dozen related titles.

The newly reorganized University Press of Kentucky [see The Publishing Scene, page 46] is "laying rather ambitious plans for regional publishing in conservation and social problems of Appalachia." Their book about the latter, *Yesterday's People*, by Jack Weller, has sold nearly 40,000 copies.

Director John Dessauer, of the University Press of Kansas, which like Kentucky represents a state-wide system of colleges and universities, says, "Of the dozen titles we've published this past year, eight have regional connotations. They range in all areas: art (including Thomas Hart Benton's autobiography, *An American in Art*), literature, natural history, and nature guides."

The University of Tennessee Press has brought out an enlarged edition of its best-selling *Great Smoky Mountains Wildflowers* as part of its natural history series on the Smokies, which includes volumes on mammals, birds, reptiles and amphibians. Coming up shortly will be a one-volume history of Tennessee, the first in more than fifty years; an atlas on Tennessee, and two titles on TVA.

Farther south, Georgia has just released George Gore's *Southern Fiction Today* [see page 53] and plans a new poetry series, not, however, limited to Southern writers. At the University of Florida Press, says its director, William Harvey, "Last year, of twenty-six titles, seventeen could be called regional. Included in this category are books on Florida and Latin American affairs." This press also publishes a series of reprints of old books on Florida with appropriate new introductions.

The best regional book published recently at New Mexico was H. D. Har-

---

DONALD ELLEGOOD is director of the University of Washington Press in Seattle.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

rington's *Edible Native Plants of the Rocky Mountains*, which has gone into a second printing and shows no signs of slowing up. This thriving press also issued *New Mexico in the Nineteenth Century*, a pictorial history compiled by Andrew Gregg, and plans similar books on Arizona, Colorado, and Utah.

"Indicative of the regional publishing philosophy prevailing at the University of Arizona Press," says the director, Marshall Townsend, "is *Southwest Indian Craft Arts*, by Clara Lee Tanner, an introduction to the appreciation of our Indian cultures." During the last year regional books accounted for twelve of Arizona's twenty-two titles.

At Nebraska, says Bruce Nicoll, the press's director, "the most satisfying regional book we've published is *A Pictographic History of the Oglala Sioux*, with drawings by Amos Badheart Bull, text by Helen Blish, and introduction by Mari Sandoz. This is the fullest picture history of any American tribe."

Even farther west, at the University of Hawaii Press, about half the list will be regional according to Director Robert Sparks. "We are now," he says, "interested in the entire Pacific, not just Hawaii." Specific new projects include an *Atlas of Hawaii* and ethnographies of Pacific cultures, such as *Ancient Tahiti*.

The University of Washington Press has just published *The Great Columbia Plain*, a historical geography by D. W. Meinig, and far away from the wide open spaces, Rutgers has released another historical geography, *The Musconetcong Valley of New Jersey*, a pioneering book by Peter O. Wacker. Rutgers sells substantial quantities of its regional books by placing racks that hold twenty titles at a time in hardware stores, stationery stores, and many kinds of specialty shops.

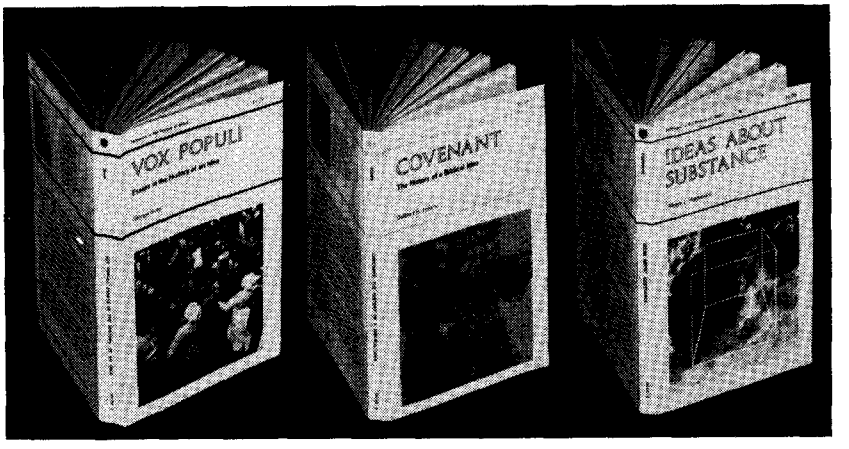
Most of the large university presses like California and Chicago are not much concerned with regional publishing. At California, a spokesman reports, "We do a lot of publishing in local natural history but not much in other subject fields. . . . Generally speaking, we do far better with a book on Chinese history than one on California history." Chicago has no formal program of regional publishing but the press is open to regional books "if they are scholarly and original and if they have implications for the nation."

But for those presses located in the large urban areas some involvement with the major problems that today confront every region, every large city, may become a critical necessity. As Robert Armstrong of Northwestern University Press points out, "Not only is the urban scene intrinsically interest-

Seminars in the History of Ideas

...a stimulating new paperback series

The study of the relationships among ideas in history and in human affairs is the province of the history of ideas. The discipline took shape at The Johns Hopkins University in the first half of this century and is embodied today in a novel graduate program emphasizing interdisciplinary studies and designed to interest the scholar and the intelligent layman. *Seminars in the History of Ideas* is a new aspect of this program. Drawing on the work of scholars in many fields, the series provides an expertly guided exploration of the world's most influential ideas.



Vox Populi: Essays in the History of an Idea

By GEORGE BOAS In the modern world, egalitarianism has given the people a social voice. Prior to the French Revolution, the opinion of the masses was despised; yet, the proverb "The voice of the people is the voice of God" dates from at least the eighth century. Searching for "the People" in the arts and philosophy, Professor Boas finds that their identity is ambiguous and that their voice lacks authority and often reason. $9.00 cloth, $2.75 paper

Covenant: The History of a Biblical Idea

By DELBERT R. HILLERS A covenant between God and his people is a central — yet strangely elusive — idea in the Old Testament. Only recently has significant progress been made toward explaining its meaning and history. Through analyses of biblical and secular documents, and through a discussion of new archaeological discoveries in the Near East, Dr. Hillers presents the first unified exposition of this complex idea. $7.00 cloth, $1.95 paper

Ideas about Substance

By ALBERT L. HAMMOND Throughout history there has been this question: What is really there? Plato's real was an intangible, the idea that made a chair "Chair." For the physicist, the atom is real. Ranging from Thales through Phenomenalism, Dr. Hammond enters this ancient battle with a unique, personal document that traces the history of an idea and forms a testament to life. $6.00 cloth, $1.95 paper

---

Future books in the series will examine such provocative subjects as the idea of philanthropy, the idea of order, due process, the changing image of man in German literature, savages and scholars, and the development of physics.

Among those who have agreed to write for the series are Hans Goedicke, Merle Curti, Paul Kuntz, Eugene Dais, William McClain, George Owen, George Carter, Neville Dyson-Hudson, James Deese, Waldo Heinrichs, Clifford Peterson, Thomas Cook, and Philip Wiener.

The Johns Hopkins Press Baltimore, Maryland 21218

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ing, but it becomes increasingly vital for us to understand it as the predominant milieu of the latter half of the twentieth century."

Two presses that have concerned themselves with urban problems are Wayne State, which has just published *The Detroit Riot of 1967*, by the Reverend Hubert Locke, and Case Western Reserve Press, which brought out *The Crisis in Welfare in Cleveland*, a report commissioned by Mayor Carl B. Stokes. "What this book relates about Cleveland," says Case Press Director Howard Webber, "has relevance to the national problem. . . . Cleveland can serve in some sense as a paradigm of the modern American city."

One distinguished regional publisher, Lambert Davis of the University of North Carolina Press, explains this shift of regional emphasis from rural to urban areas. "Looking back over twenty-one years," he says, "I find there is less regional accent to our list today than when I became director. This is partly press policy. Over the years I have tried to give the list a more varied character: for example, publications in the fields of music and contemporary Russian studies. More importantly, I believe, the accent on regionalism in scholarly research has lessened. This has been especially true of the South. Some important regional questions have faded into the background—farm tenantry, for example. Others have nationalized, most notably race. And the big questions now are all national and international—the population explosion, environmental pollution, the racial crisis, the decay of the cities, the peril of nuclear war."

This, then, is the changing face of regional publishing, in all its individual variety and flavor and diversity. Most regional needs—be they historic or cultural—have been, and are being, well served. But the university presses, like the universities themselves, have not been sufficiently responsive to rapidly changing social conditions, to the demands of the present. Here much remains to be done. Badly needed are specific in-depth analyses—by teams of scholars and scientists from a variety of disciplines—of the major urban and regional problems. An inevitable result of the campus revolutions now going on will be the permanent destruction, for better or for worse, of the "ivory tower" concept of the university. The regional presses, while continuing their traditional programs of conserving and transmitting the cultural heritage of the past, must necessarily become responsive to, and involved in, contemporary social problems. The presses in the large urban areas therefore are faced with an especially commanding challenge.

UP WITH ARTS AT THE UPS

by HOWARD R. WEBBER

If university presses are to be increasingly involved with the arts, it is with the literary arts—poetry, short stories, novellas, though not yet novels—that they will be the most concerned. A wide variety of presses have already brought out individual volumes of contemporary poetry and short stories. Indeed, some have been especially innovative: I notice with interest Wesleyan's semi-annual magazine *Alkahest*, which intends to publish the best poetry being written in American colleges and universities today, and Stanford's *Twenty Years of Stanford Short Stories* and *Stanford Short Stories 1968*, which are keyed to the program of the Stanford Writing Center.

A few presses have guaranteed poetry a place on their lists by establishing poetry series, and these constitute an impressive contribution to this century's writing. The Wesleyan Poetry Program, for instance, founded in 1959, has issued nearly fifty volumes by contemporary poets (Robert Bly, Donald Davie, James Dickey, Richard Howard, David Ignatow, Donald Justice, Louis Simpson, James Wright). Wesleyan, Director Willard A. Lockwood reports, will sell 30,000 volumes of poetry this year. And to mark the tenth anniversary of the Program it plans to do a retrospective anthology called *Decade*.

More than sixty titles have been included in the Yale Younger Poets series, which is fifty years old. And in the past six months over 450 manuscripts have been submitted to Stanley Kunitz, the new editor of the series. With many thousands of copies in distribution, Alan Dugan's *Poems*, published by Yale, has had what university presses like to describe as a "commercial" sale. James Agee, Paul Engle, W. S. Merwin, Adrienne Rich, Muriel Rukeyser, George Starbuck, Oscar Williams, and James Wright, among others, have also been published under the Yale imprint.

Lambert Davis's Contemporary Poetry Series at the University of North Carolina Press, having brought out among other volumes Elizabeth Sewell's *Signs and Cities* and Mona Van Duyn's *A Time of Bees*, will go on to new books by David R. Slavitt and Jean Farley. And Pittsburgh, in its Pitt Poetry Series, has issued such volumes as John Engels's *The Homer Mitchell Place* and Samuel Hazo's *Blood Rights*.

Louisiana State, which regularly publishes both poetry and short stories (*A Circle of Stone*, by Miller Williams, and *Last One Home Sleeps in the Yellow Bed*, by Leon Rooke, are respective examples), is planning a two-volume (poetry and prose) anthology entitled *Southern Writing in the Sixties*. Other presses, among which Texas comes at once to mind, have done collections of short fiction, but it is perhaps in the survey of poetry publication by the university presses—poetry that has, in the words of the *Times Literary Supplement*, "an extra degree of gravity built into it which makes it a more decorous hobby for an academic publisher"—that one may obtain a proper sense of the degree of accomplishment and the depth of the potential that are present when university presses and the literary arts come together.

A recent and unusual development in this relationship has been the establishment of what is called the National Council on the Arts Selection, a program designed to encourage the publication of more poetry and fiction—short stories and novellas—by the university presses. Sponsored by the Association of American University Presses and the National Endowment for the Arts, the Selection was developed by the Association's Government and Foundation Programs Committee, under the chairmanship of Yale's Chester Kerr, with the advice of Carolyn Kizer, until recently program director for literature at the Endowment, and Roger Stevens, then chairman of the Endowment. A grant from the Endowment, matched by the Association, supports the program, which is administered by a new Association committee created for the purpose.

Under the terms of the program poetry and short fiction are nominated

HOWARD R. WEBBER is director of The Press of Case Western Reserve University.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

by member presses, which must already have approved the manuscripts for publication. Awards are made in the two categories on the basis of judgments rendered by a separate three-man jury for each. The press submitting a selected volume receives partial subsidy of publication, and the author of a selected volume gets an award of $500, in addition to normal royalties. Members of the current juries are, in poetry, Alan Dugan, Richard Howard, and X. J. Kennedy, and in short fiction, Hortense Calisher, Walker Percy, and Louis D. Rubin, Jr.

Projected for an initial period of three years, the Selection may make ten awards in poetry and five in short fiction during the first grant year. Submissions for it close on November 1, 1969, and a group of awards, all in poetry, has already been made: to

Sandra McPherson and the Indiana University Press for her *Elegies for the Hot Season*; to David Steingass and the University of Pittsburgh Press for his *Body Compass*; and to David Wagoner and again the Indiana University Press for his *New and Selected Poems.*

The Selection experience has thus far been brief, and observations about it must therefore be tentative. Even so, it may be remarked that the juries —who were instructed to make their judgments in consideration of the quality of the work, the degree to which the manuscript submitted by the individual press could be regarded as additional to whatever program of poetry or short fiction publication has been in force at that press, and the desirability of recognizing the younger or little-known creative writer — are not discriminating absolutely against presses that already have programs in the belles-lettres, nor against the somewhat more established creative writer. This I am glad to observe, for I suspect that a program too rigidly designed and administered would not serve the literary arts so well.

The Selection is indirect in design, in the sense that the manuscripts submitted to it must be obtained, evaluated, approved and entered by AAUP presses and examined by the juries before any award is given. The author in search of a publisher must, on his side, find a participating press, persuade it to accept his manuscript, and convince the jury that his work is deserving of the special recognition of a Selection award. This indirection, which seems to be necessary, has some

Be as proud of your race today as our fathers were in the days of yore. We have a beautiful history, and we shall create another in the future that will astonish the world.
—Marcus Garvey

BLACK MOSES
The Story of Marcus Garvey and the Universal Negro Improvement Association

By E. DAVID CRONON, with a Foreword by John Hope Franklin

". . . an objective examination of the most controversial figure ever to stride through American Negro life . . . Those who are interested in the revolutionary aspects of the twentieth century in America should not miss Cronon's book. It makes exciting reading."—*The Nation* paper $1.95

THE MILITANT BLACK WRITER
In Africa and the United States

By MERCER COOK and STEPHEN E. HENDERSON

Two distinguished and articulate black intellectuals examine the current Black Revolution on both continents. Mercer Cook of Howard University traces the development of black African consciousness through the works of representative black African writers from the nineteenth century to the present. Stephen E. Henderson, of Morehouse College, examines the American black writer as the key to the Black Revolution. Together, these essays form a broad examination of contemporary human problems and a starkly relevant book for our time.
cloth $5.00; paper $1.95

TIME LONGER THAN ROPE
A History of the Black Man's Struggle for Freedom in South Africa

By EDWARD ROUX, with a Foreword by Philip D. Curtin

An intensely felt account of an important period in the history of race relations, written by a white South African who was an active, radical participant in many of the events described. An exciting book and "the best account" of these political events. *(International Affairs)* cloth $6.50; paper $2.95

AFRICA REMEMBERED
Narratives by West Africans from the Era of the Slave Trade

Edited by PHILIP D. CURTIN

A significant contribution to the reconstruction of black history through the study of original documents. "It presents the written records of ten remarkably astute people with first-hand experience of the trade [Eight were slaves, themselves] . . . an important contribution not only to African history but to our own."—*The New York Times Book Review* cloth $10.00; paper $2.95

THE ATLANTIC SLAVE TRADE
A Census

By PHILIP D. CURTIN

One of America's most distinguished Africanists presents the first book-length, quantitative analysis of the Atlantic slave trade, upsetting previously-held figures and challenging many historical concepts. cloth $7.50

The University of Wisconsin Press
Box 1379, Madison, Wisconsin 53701

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

advantages: manuscripts may in this process be screened more accurately than is the case in some competitions, and the wide geographic distribution of the nominating presses goes further toward insuring a basic justice in the endeavor. Also, since the central office of the Association of American University Presses (One Park Avenue, New York, N.Y. 10016) is now able to refer authors and agents to certain participating presses, the access of the individual author to the program will be improved.

The effectiveness of the National Council on the Arts Selection will depend in large degree upon the initiative of the presses themselves. They are not, as might be supposed, cut from exactly the same cloth. Indeed, their fabrics are increasingly various. In size, in resources, in staff, in needs and aspirations, the university presses differ sharply. Moreover, they are all pressed by claims from many disciplines. Some may believe, perhaps from exasperation at the weight upon them already, that enough poetry, enough short stories or novelettes, are being published as matters stand (as if art could be quantified). Nearly forty presses, however, have indicated a willingness to participate in the Selection. Taking on yet another obligation, these cooperating presses have concluded that, in the words of the original Selection proposal, "by their commitment of record to publication as an instrument for the improvement of the American intellectual environment, they have a corollary responsibility to the literary arts, which both express and influence that environment."

FRASER YOUNG
LITERARY CRYPT No. 1350

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1350 will be found in the next issue.

UF TEHO NOOR KODD NCFSYTU SV GL E YCOEU QCEKNEZP RFKEQEML. GU LTSUL FRO FSU BCFW LF WSZT.

—FLZEC KGDQO

Answer to Literary Crypt No. 1349

Good breeding consists in concealing how much we think of ourselves and how little we think of the other person.

—MARK TWAIN.

The Publishing Scene

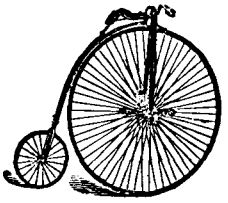
David Dempsey

The more university presses become like trade publishers, the more they remain like university presses. Is this a paradox? The trend toward consolidation; the advent of the martini lunch; improved business and selling methods; the branch office in London; the influx of refugees from commercial houses; better salaries; the proliferation of new imprints (some twenty-five since 1960) and an expanded title output (up 80 per cent from ten years ago)—all this has strengthened the presses and give them a new cachet. Professors who at one time might have preferred commercial publication of their book now opt for a UP imprint. And laymen are finding that not every scholarly book is unreadable—or even scholarly.

The UPs can't sell themselves to electronics companies, nor can they merge. In fact, they are not allowed to "make a profit" (for tax reasons). But they can get bigger, and this is what a good many of them are doing. The University of Kentucky Press next fall will become the University Press of Kentucky, representing nine public and private colleges in the state, including Berea, Centre College and the University of Louisville. The University of California Press also represents nine campuses, while a group of small New England colleges is exploring a cooperative publishing venture. The new motto is: Better one good press than half a dozen small ineffective ones.

To this, Kentucky will add its own motto: Better one big prize (a $5,000 grant for "the best scholarly work in progress on any aspect of ecology or conservation") than none at all. That literary cocktail party quip—"As long as you're up, get me a Grant"—is beginning to be heard on the campus. The UPs, too, are scouting harder than ever for books as acquisition editors roam the corridors knocking on office doors and taking profs to lunch. Still missing (but probably the next step toward emulation of the trade firm): the cash advance, or "front money." Scholarly publishing is notoriously chintzy in this respect; but then, the scholars haven't been spoiled.

Mr. Murrell Boyd, sales manager at the University of Kentucky Press, is one of the new breed who left the New York scene for academia. An increasing number of people who grew up in commercial publishing are being lured westward by pay that is comparable to what they were getting, in addition to fringe benefits unheard of in the East. On most campuses, for example, there is a swimming pool, and in Mr. Boyd's case this was an important factor in his decision to migrate. He likes to swim. Since Kentucky Press people can't put drinks on their ex-



pense account, not even mint juleps, Mr. Boyd finds himself swimming right through his lunch hour. Kentucky has a small pool and, on the whole, even with nine branches, it is a small press. But, sir, there are those who love it.

We don't mean to be flippant about academic publishing, and in view of the foregoing it might seem that getting a book published by a university press is easier today than ever before. Not true. The "education explosion" with its vast increase in faculty, most of whom are under pressure to bring out a book, or at least write an introduction to someone else's book, has overloaded the UP pipelines. New York University Press, to cite a typical case, receives well over 500 manuscripts a year. It publishes seventy-five. And this isn't counting the Ph.D. dissertations that inundate Director Chris Kentara, as they do editors all over the country.

Editorial standards have gone up, and there is less campus inbreeding as the presses turn down more of the resident faculty who used to get published just because they were close at hand and played tennis with the director. Trade publishing knows little of the various committees that sit in judgment on a manuscript, not to mention the outside reports necessary before the committees go to work. Because many UP books tend to be about Indian mounds, glacial flow in Alaska and eighteenth-century Piedmont architecture—subjects that not every editor is familiar with—they must pass rigorous induction tests by outside experts in these fields. (I'm using, of course, rather bizarre examples; the same principle applies to manuscripts in the fields of mathematics, history and Pre-Raphaelite English literature.)

Most presses solicit two, and some-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

times three, "reviews" by other scholars, and it is on the basis of their opinions that publication is recommended (or not recommended) to the editorial committees. Finding the right man is not always easy, and keeping his identity secret from the author can be even more difficult. There are some scholars, a UP representative told me, who don't know their manuscript will be read by outsiders, and no effort is made to tell them. "They can't believe that anyone else in their field knows as much about the subject as they do," he added. "We try not to disillusion them."

Another problem: authors have a weakness for citing the men, by footnote or otherwise, whom they are working for. Or, better yet, would like to work for. The trick is to keep the manuscript from getting to these scholars for review. It is also important to know who is feuding with whom in any given discipline, and to make sure the book doesn't fall victim to personal animosities. The whole process can take an inordinate amount of time, especially if the editorial committee meets only twice a year (as some do) and if the manuscript is rejected and has to "make the rounds." Some of these inadvertently end up being read again by the same reviewer. Finally, there is the classic case of the editor who carefully removed the author's name from the manuscript to insure an impartial review. Another editor unknowingly sent it back to the author for an expert opinion. Publication was recommended.

In spite of these perils, the 2,500 disciplinarians who got into print last year were reasonably satisfied, an assumption based on the lack of any public outcry to the contrary. For the majority, there was simply no choice. But in many cases the marginal book that might "make it" with a commercial publisher is going to a UP anyway, and not simply out of academic loyalty. The university presses have scholarship-oriented copy editors that few trade houses can match. Book design, format and layout are appreciably better in a UP shop; higher quality paper and heavier binding is used. The result "looks more like a book for the ages," one professor said.

And in a comparative sense, it is. The better UPs will keep a title in print for ten years regardless of sales. Moreover, a higher percentage of such books are translated into foreign languages. A good imprint has become a prestige proposition; and it's prestige, not money, that most scholars are after. All of this has been made possible by the change that has updated the presses without plunging them into the pitfalls of big-time publishing.

The Florida State University Press announces the publication of its first three books:

Earl R. Beck,
GERMANY REDISCOVERS AMERICA,
380 pp., $12.00

Charles Rockwood,
NATIONAL INCOMES POLICY FOR INFLATION CONTROL,
153 pp., $5.00

Clark Hawkins,
FIELD PRICE REGULATION OF NATURAL GAS,
300 pp., $12.00

Scheduled for fall publication:

Harry Morris,
BIRTH AND COPULATION AND DEATH

Joseph Plescia,
THE OATH AND PERJURY IN ANCIENT GREECE

Robert Goedecke,
CHANGE AND THE LAW

Ava Rodgers,
THE HOUSING OF OGLETHORPE COUNTY, GEORGIA: 1790-1860

The Florida State University Press
Williams Building
Florida State University, Tallahassee, Florida 32306

LEWIS TAPPAN AND THE EVANGELICAL WAR AGAINST SLAVERY

By Bertram Wyatt-Brown

This study of Lewis Tappan (1788-1873) and his leadership of the evangelical wing of the antislavery movement is "brilliant . . . the finest contribution so far to the recent literature that emphasizes the evangelical roots of American abolitionism."—Aileen S. Kraditor.

400 pages **$8.95**

THE WORLD OF THE THRILLER

By Ralph Harper

An inquiry into the existential themes of the twentieth-century spy novel and the psychology of the reader's involvement.

151 pages **$4.95**

The Press of Case Western Reserve University
11000 Cedar Avenue
Cleveland, Ohio 44106
In Canada: Burns & MacEachern, Ltd.

RECENT AND FORTHCOMING BOOKS FROM HAWAII

ARTICHOKE and Other Poems
By Phyllis Thompson

"Phyllis Thompson's poetry grows from a persistent and fruitful dedication to craft." — Donald Petersen
". . . a poet whose future will bear close watching." — David Wagoner

July, $5.00

THE CONGRESS OF MICRONESIA: Development of the Legislative Process in the Trust Territory of the Pacific Islands
By Norman Meller

". . . a must for those interested in the problems of political development in the emerging nations . . ." —Patsy T. Mink, Congresswoman, Hawaii

Just published, $12.00

OMAI: First Polynesian Ambassador to England
By Thomas Blake Clark

Account of how a Tahitian "savage" charmed polite society of eighteenth-century London.

September, $5.75

University of Hawaii Press
Honolulu, Hawaii 96814

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE ORBIT OF THOMAS MANN

by Erich Kahler
Princeton, 118 pp., $5

ERICH KAHLER'S BRILLIANT BOOK of essays, published in a new series, Princeton Essays in European and Comparative Literature, deals with "the world of Thomas Mann and its environmental dimensions." Written in the 1940s and '50s by an eminent humanist, cultural historian, and critic who has now passed the Goethean age of eighty-three, these penetrating articles reflect the author's intellectual and personal familiarity with his subject. They are a particularly valuable addition to the growing literature on a man whom Kahler rightly regards as one of the truly representative figures of our age and the creator of some of the great terminal books of our epoch, embodying an apotheosis of the narrative form.

Kahler argues convincingly that Mann's work is all of a piece and shows an organic evolution and progression. "All that has happened to us, to the world, to art, during the last half-century," he writes, "can be read in the course of [the] journey [from *Buddenbrooks* to *Doctor Faustus*]." Erich Kahler is an excellent guide on this journey; he wears his learning lightly and, ably assisted by his translators (Krishna and Richard Winston, Francis Golffing), writes both lucidly and elegantly.

The opening essay, "The Responsibility of Mind," written in 1944-45, first appeared in Charles Neider's anthology *The Stature of Thomas Mann* and was subsequently used as the title essay in Kahler's collection *Die Verantwortung des Geistes*. In it Mann is seen as the prototype of the "man of mind . . . one for whom supra-personal problems and decisions are a personal concern." Beginning with World War I, Kahler points out, artists have been irrevocably drawn into the political sphere. Mann's anguished wartime musings, *Reflections of a Non-Political Man*, mark the awakening of his political and social consciousness and conscience. Erich Kahler draws attention to this work (which has never appeared in English in its entirety) as a watershed between two epochs, the record of a great spiritual drama and a "bitter combat": "I know hardly a book from which one can learn better what it is to be a man of mind." Kahler discusses the form that the old conflict in this kind of man—a dispassionate search for truth *vs.* immediate influence—took in Thomas Mann, and defends him against charges of inconsistency. Although he is cognizant of "the precarious, indeed the tragic role of the man of mind in our time," Kahler presents Mann as the model of a writer turned "political" and calls upon men of mind to assume greater responsibilities in the reconstruction of our society, to "form the bridge from truth to actuality."

Kahler's awareness of the multifarious tensions that informed Mann's life and art, as well as his conviction that Mann's wide-ranging work is a "dynamic macrocosm," a "single, consistent creation," are also reflected in "Representation and Revolution," written in 1956. Kahler feels that among the major figures of the time none represented the tremendous transition from the nineteenth to the twentieth century so fully as Thomas Mann. What would normally have been the conservative function of this great preceptor and "representor" of the quintessential spirit of his native Germany became, by virtue of Mann's artistry and the cataclysmic times in which he exercised it, "revolutionary representation." Even though Mann's basic theme was the antinomy between art and life, burgher and artist, "from start to finish he remained both a burgher and an artist. . . . He was always both conservative and radical, thoroughly proper and deeply demonic . . . cosmopolitan, human [and yet] exceedingly German." Kahler sees this central tension reflected in Mann's positive response to and identification with both the pragmatic, Olympian, serene, "naïve" Goethe and the struggling, heroic, dynamic, "reflective" Schiller. Kahler refutes H. E. Holthusen's charge that Mann presented "a world without transcendence" by saying that Mann's works abound in a transcendence of the mind and that the dignity of man is the chief value underlying his essayistic writings, which, he reminds us, are closely interrelated with his fiction.

"The Elect" restores the original title of *The Holy Sinner* (*Der Erwählte*). In this essay Kahler regards both that novel and *The Confessions of Felix Krull*, the most high-spirited of Mann's books, as "to all appearances satyr plays coming after the great tragedy" (*i.e., Doctor Faustus*). Kahler views Mann's celebrated irony as a means to endure the experiences of our time; but "with him the most entertaining levity ends up as profundity." Both Mann's caricature of the ancient legend of St. Gregory (in which he reflects on the complex commingling of good and evil, guilt and grace, and asks what constitutes chosenness) and his contribution to a genre so sparsely represented in German literature, the comic novel, may be read as offshoots of the central concerns of the massive book which Kahler deals with in "Secularization of the Devil: Thomas Mann's *Doctor Faustus*" (1948). Here Kahler discusses the basic conflict within the artist, even within art itself: the conflict be-

"You look exactly like your mother did on the day I met her, Bernard!"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tween daemon and discipline, with discipline now in the service of the daemon. Aware of the strong autobiographical elements in Mann's works, Kahler illuminates the converging relationships among Mann's main post-*Magic Mountain* characters: Goethe, Joseph, Gregorius, Felix Krull, Adrian Leverkühn. The last-named figure, a "cosmic Tonio Kröger," is at the core of "the densest synthesis and most intimate statement of [Mann's] central concerns." In this contemporary version of the Faust problem God and the devil have been secularized and inhabit the same body. "How naïvely chaste, how allegorically pure was Goethe's tragedy by comparison!"

Kahler's concluding essay is devoted to "Doctor Faustus from Adam to Sartre." Together with his close relatives Don Quixote and Don Juan, Dr. Faustus has in recent centuries increasingly become a symbol of Western man. Tracing the Faust motif in history and literature from Genesis to *Le diable et le bon dieu*, discussing not only the plays of Goethe and Marlowe but the Greek myths of Prometheus and Icarus, Spies's 1587 Chapbook and Lessing's dramatic fragment, Kahler shows that over the centuries the Faust theme has been a touchstone for men's beliefs, morals, and attitudes. Thomas Mann was attracted to it by his problem as an artist as well as his cultural-political situation. Now that "the humanistic universe has broken asunder" and a terrible rift has developed between the man of mind and society, now that art and mind have become problematic to themselves, the modern artist has escaped into spheres of abstraction far removed from the community of men. "Mind, in its isolation and desolation, builds its own Heaven and has to pay for it with its own Hell." Kahler's concluding passage, written a dozen years ago, is of chilling relevance today:

> We are reaching for the moon, no longer metaphorically but in practical reality. Yet in the frenzied pursuit of an arrogant technology, we are losing our human ground. It is being abandoned to intellectual, moral, and political anarchy. Indeed, in our day Doctor Faustus has become, in a terrifying way, the symbol of modern man. For unless we achieve a human community, all the rest of our glorious achievements will turn out to have been a pact with the Devil.

Harry Zohn

Harry Zohn is professor of German at Brandeis University.

MARK TWAIN'S CORRESPONDENCE WITH HENRY HUTTLESTON ROGERS: 1893-1909

edited by Lewis Leary
California, 768 pp., $15

MARK TWAIN'S HANNIBAL, HUCK & TOM

edited by Walter Blair
California, 500 pp., $12.50

MARK TWAIN'S MYSTERIOUS STRANGER MANUSCRIPTS

edited by William M. Gibson
California, 606 pp., $12.50

IN "THE FRUITS OF THE MLA," an article appearing in the September 20 and October 10, 1968, issues of *The New York Review of Books*, Edmund Wilson roasted the academic Establishment for its failure to provide readily available complete editions of many major American authors. He himself had proposed a series of easily accessible editions—a proposal nearly acted upon until the National Humanities Endowment diverted its support to a program for new scholarly editions under the auspices of the Modern Language Association. MLA is virtually the "official" organization of American university professors in the Humanities; its Center for the Editions of American Authors (CEAA) sponsors the "scholarly" complete editions in progress, at various university presses, of such writers as Melville, Hawthorne, and Howells. But these editions, according to Wilson, are prohibitively expensive, pedantically edited, and designed for a limited audience of English professors and graduate students.

In the second installment of his article, Wilson focused his criticism on the edition in progress of the Unpublished Papers of Mark Twain. This edition is being issued by the University of California Press (also publishing the Iowa-California edition of Twain's previously published work). A major project of American scholars, it has as well now become a controversial one. Is this project, after all, a "boondoggle"—make-work for pedants? Of the projected fifteen volumes in the series, three have appeared previously, and three others have just been released. Together with the earlier ones, these three volumes leave a clear impression of what this edition of Twain's unpublished papers amounts to.

The unpublished Twain, as we have it so far, is a compilation of the author's minor, discarded, and fragmentary manuscripts, as well as portions

Timely and important books from Columbia

CZECHOSLOVAKIA 1968
Reform, Repression and Resistance
by Philip Windsor and Adam Roberts. "Adam Roberts analyzes the occupation in the light of its significance as nonviolent resistance in a Western urban setting. It is an admirably constructive essay...But it is Philip Windsor's tightly reasoned and logically constructed 'Czechoslovakia, Eastern Europe and Détente' that serves as the fitting valedictory."
—*The New York Times*
$2.50 paper; $7.50 hardcover

THE SUBURBAN MYTH
by Scott Donaldson. Suburbia has been attacked from nearly every quarter and blamed, at one time or another, for most of our national ills. Scott Donaldson puts the "suburban myth" in its full literary, historical, and popular contexts. "He presents a balanced picture of suburbia, and his book is an excellent social commentary."—*Publishers' Weekly*
$10.00

VIRUS-INDUCED ENZYMES
by Seymour S. Cohen. A study of the origins and development of biochemical virology, with particular reference to a key area of multiplication—the virus-induced synthesis of proteins. *Columbia Biology Series.* $11.50

NEGRO PLAYWRIGHTS IN THE AMERICAN THEATRE, 1925-1959
by Doris E. Abramson. This pioneering study—from the first Broadway production by a Negro playwright in 1925, Garland Anderson's *Appearances*, to Lorraine Hansberry's *A Raisin in the Sun* in 1959—shows the end of a desire for cultural assimilation, and marks the emergence of the new Black playwrights who found their own identity through the revolution of the 1960's. "A valuable study."—*Publishers' Weekly*
$2.95 paper; $12.50 cloth

REBELS AGAINST WAR
The American Peace Movement 1941-1960
by Lawrence S. Wittner. Based in part on largely untapped files of American pacifist groups as well as on personal interviews with activists from Norman Thomas to David Dellinger, this is the first book to carry the history of the American Peace Movement beyond the 1930s and into the emergence of "radical" pacifism. "Well written...vivid descriptions...documented with some shocking quotes from public figures."
—*Publishers' Weekly*
$10.00

COLUMBIA UNIVERSITY PRESS
440 W. 110th St., New York
address for orders:
136 South Broadway
Irvington, N.Y. 10533

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"If we're going to drop out of society you've got to stop charging things at Sears."

of his correspondence, often taken up with his complicated business transactions. None of this extensive material is of sufficient stature to stand by itself, nor is it likely to be of particular interest to anyone other than professional students of Twain's writing. Even to this academic audience, the Mark Twain Papers do not provide a new basis for re-evaluation of Clemens's achievement. They serve the more modest function of filling in and supplementing what is already known and already believed to be so. One has the impression, in short, that this edition answers a need for enlarged information about its subject, but that there is nothing about it to suggest an urgency such as to pre-empt the editions of American authors proposed by Edmund Wilson.

Mark Twain's Correspondence with Henry Huttleston Rogers: 1893-1909, one of the three volumes that have just been published, is an instance of the completeness of information the Mark Twain Papers makes available. It is edited by Lewis Leary, formerly chairman of the Department of English and Comparative Literature at Columbia University. Leary's edition is remarkable, for it is thorough to the last detail without being obtrusive in its scholarship. The volume documents one of the most puzzling friendships in American literary history.

Henry Rogers was, of course, an industrial magnate in the mold of the strong-willed financiers who acquired great fortunes in the business expansion in America following the Civil War. Once estimated to be worth $100 million, Rogers was vice president of the Standard Oil Company, as well as a director of United States Steel and a score of other companies. His direction of Standard Oil shows him certainly to have been no innocent, yet in his personal life Rogers was a figure of considerable humanity and attractiveness. Twain wrote of him that "he is not only the best friend I have ever had, but is the best man I have known." It was Rogers who rescued Twain from bankruptcy in 1894, and who thereafter took upon himself the personal management of Twain's financial affairs. Their correspondence is concerned in large part with business, but it also conveys the spirit of comradeship that existed between them. As yet there is no biography of H. H. Rogers, and Leary attempts no evaluation in his introduction, but the letters themselves make one wish for one. For they present fascinating incongruities in both the industrial autocrat and Twain, the great democrat who was captivated by privilege and wealth. Nothing in the letters is more intriguing than the highly moral and honorable tone the two correspondents use when writing about matters of money; it is the contradiction of Twain's innocence and his deep knowledge of the world.

Twain's innocence brought him back continually, and with the force of an obsession, to his boyhood years in Missouri. In *Mark Twain's Hannibal, Huck & Tom*, edited by Walter Blair, the remaining unpublished documents dealing with Hannibal have been collected, and Blair believes that they provide some illumination of the works of Twain's most creative years —the period of *Tom Sawyer* (1876), *Life on the Mississippi* (1883), and *Huckleberry Finn* (1884). In all truth, it is difficult to see how they provide very much. The major document in this collection is, apparently, a pathetically inept play version of *Tom Sawyer*. It shows Twain's inability to organize his material and to dramatize it effectively; a similar failure can also be seen in the fragments in which Huck and Tom and Hannibal (the St. Petersburg of Twain's fiction) reappear. "Huck Finn and Tom Sawyer Among the Indians" was written in 1884, apparently soon after *Huckleberry Finn*. Huck is again a first-person narrator, but the account in this sequel is lifeless and was left unfinished, apparently because Twain realized that the narrative was leading him nowhere. A similar problem in structuring afflicts "Tom Sawyer's Conspiracy," written fitfully in the late 1890s. Tom, Huck, Aunt Polly, the Widow Douglas, Miss Watson, the Negro Jim, and even the Duke and the Dauphin (the two rogues in *Huckleberry Finn*) are all paraded out again, but only flickeringly do they have any semblance of life. Walter Blair, who acknowledges the weakness of these pieces as literature, shines in his discussions of Twain's almost photographic memory of his boyhood Hannibal, and of how he adapted scores of individuals and incidents in his fiction.

Mark Twain's Mysterious Stranger Manuscripts, edited by William M. Gibson, is a further revelation of Clemens's inability to organize his material, his failure as an artist in his later years. The volume also contains one major surprise: *The Mysterious Stranger*, published posthumously in 1916, was "an editorial fraud." For years it has been assumed that *The Mysterious Stranger* represented Twain's single recovery of his talent. The truth, we now find, is that Twain never finished *The Mysterious Stranger*; he left it, in fact, in several separate, incoherent fragments. Albert Bigelow Paine, Twain's biographer and literary executor, pieced portions of these fragments together, adding a bridge of his own, and published the result as Twain's own finished work. The three fragmentary versions appear here in full, followed by 200 pages of the editor's notes describing the appearance of the manuscripts, including all emendations, cancellations, marginalia, and words written in, and in whose handwriting. Gibson's text performs one service for sure; it will keep graduate students busy for years! That generally is the fault of these large, handsome, and expensive volumes; the scholarship that went into them is far more impressive than the revelations they contain.

Robert Emmet Long

An assistant professor of English at Queens College, New York, Robert Emmet Long publishes frequently on American literature.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Minorities

THE WAY TO RAINY MOUNTAIN

by N. Scott Momaday
New Mexico, 89 pp., $4.95

GUESTS NEVER LEAVE HUNGRY: The Autobiography of James Sewid, a Kwakiutl Indian

edited by James P. Spradley
Yale, 310 pp., $10

A HISTORY OF NEW MEXICAN-PLAINS INDIAN RELATIONS

by Charles L. Kenner
Oklahoma, 250 pp., $6.95

INTEREST IN THE AMERICAN INDIAN is at a new high, and studies are appearing in various forms. Only an occasional work, however, illuminates the Indian as a person rather than a statistic in history. Even among the university presses—which, we are inclined to believe, are in a better position than commercial publishers to do so—there is considerable variety in the methods of studying and understanding the Indian. Pulitzer Prize-winner Scott Momaday, himself a Kiowa, evokes the spirit of his people and their land, and does so in prose that is often close to poetry. James P. Spradley is concerned with the personality of a Kwakiutl leader, and the autobiography which forms the main part of his book is told by James Sewid in straightforward narrative. Charles L. Kenner's history is largely about commerce and is presented in what can only be called statistical prose. Although the approach of each of these three books is useful, if we are to substitute significance for usefulness, *The Way to Rainy Mountain* probably implies more about the Indian mind and spirit than do the other two books.

The land was considerably more intimate to the Indian than it is now to most technology-oriented whites. Momaday suggests that "Once in his life a man ought to concentrate his mind upon the remembered earth. . . . He ought to give himself up to a particular landscape in his experience, to look at it from as many angles as he can, to wonder about it, to dwell upon it." At the very least he can do this through memory, through the imagination.

Momaday's subject matter is ostensibly the migration made by the Kiowa 300 years ago from the headwaters of the Yellowstone River to the southern Plains. (Rainy Mountain is in Oklahoma.) During the trek the Kiowa acquired horses and were suddenly "free of the ground." They became a lordly society of sun priests, fighters, hunters, and thieves, maintaining this position for 100 years, to the mid-nineteenth century. The story itself is impelling, but it is Momaday's method of presentation that makes it meaningful.

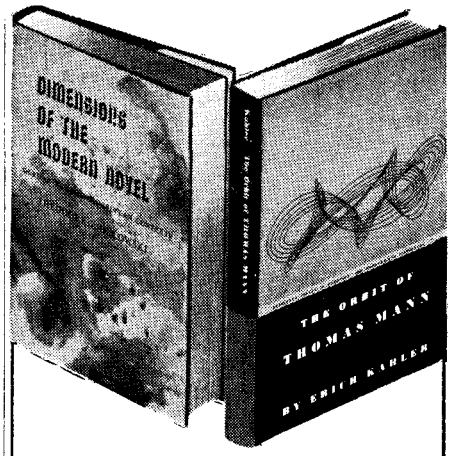
Each set of facing pages contains three paragraphs, in three different kinds of type. The first paragraph is the telling of legend, timeless; the second is the telling of history, largely from the nineteenth century; the third paragraph is the author's contemporary impression or comment from having heard the legends, read the history, and traveled the same route taken by his forefathers centuries before.

Toward the end of *Rainy Mountain* one section consolidates the three parts in a non-distinguishable group so that the three "voices" are the same. Legend, history, and contemporary experience come together, as they should, in a personal reality. The three's becoming one reflects a basic method and concern in Western American literature; thus it is no surprise that Momaday stresses three things in particular throughout the book (in addition to his three voices): a time that is gone forever, a landscape that is incomparable, and a human spirit which endures.

James Sewid, a Kwakiutl Indian, was a leader of his people in British Columbia, on and near Vancouver Island, during this century. Spradley, a professor of psychiatry and anthropology, has edited his autobiography somewhat and also written an introduction and a concluding chapter, in which he attempts to analyze the bicultural condition of Sewid.

Spradley identifies three areas of conflict. First, "the Europeans held a stereotyped definition of the Indian as inferior." Second, "James Sewid was confronted with different beliefs, practices, and values which whites considered good for everyone." And, third, Sewid directed some of his activities toward the achievement of Western goals, thereby bringing "him into conflict with more traditionally oriented Kwakiutl."

One cannot argue these points. Curiously, however, it is the editor who must point up the conflicts. The autobiography does not (in tone or always in fact) fully support all of Professor Spradley's contentions. Sewid plays down the conflicts; Spradley plays them up. One difficulty here is that Sewid is not the average Indian. He was trained for leadership, he was a



The novelist and his work in the 20th century

Erich Kahler
THE ORBIT OF THOMAS MANN

From a personal acquaintance with Thomas Mann and from years of familiarity with his works, Erich Kahler is uniquely qualified to interpret Mann's relevance to the problems of the artist today—to the responsibilities of "der geisteger Mensch" (the man of the mind) to people living in an increasingly material and dehumanizing society. Two of these five essays are translated for the first time. This book is first in a new series, *Princeton Essays in European and Comparative Literature.* $5.00

Theodore Ziolkowski
DIMENSIONS OF THE MODERN NOVEL
German Texts and European Contexts

This excursion into the modern novel has a double aim: to expose the specific brilliance of five major German novels—Rilke's *The Notebooks of Malte Laurids Brigge,* Kafka's *The Trial,* Mann's *The Magic Mountain,* Döblin's *Berlin Alexanderplatz,* and Broch's *The Sleepwalkers*—and to reveal the general scope of the genre and its response to crucial questions of the twentieth century. $10.00

Available at your bookstore or from
Princeton University Press
Princeton, New Jersey 08540

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

hereditary chief, and he was a Christian in the true sense. He got along pretty well in two cultures, whereas another of his tribe or a different tribe might not.

The Kwakiutl were fishermen and wood-workers. Their country was, and is, rich in natural resources, so that the people have had time to develop a social and ceremonial life. The community in which Sewid lived was approximately half Indian and half white. Because the Kwakiutl were big givers, they were necessarily acquisitive. The Anglican Church was in the area early. What follows is that Sewid was raised partially within a white society, and his problems of biculturation seem slight when compared to those of, for example, the Sioux.

Ironically, one of the greatest conflicts within Sewid's recalled experiences occurred between two white religious groups, the Pentecostals and the Anglicans, and the greatest threat to his leadership always came from a tribe of Indians, the Nimpkish. But, in relations between Indians and whites, the Canadian Indian agents, in contrast to their American counterparts, almost always acted wisely and judiciously.

What makes *Guests Never Leave Hungry* most interesting is the account of the birth and growth of a community—Alert Bay—from a population of 130 to over 700. James Sewid describes in detail the organizational problems of a growing community, the election and functions of the council, and civic concern over such matters as garbage collection, juvenile delinquency, and the paying of water bills. Yet, even these indicate an advanced bicultural condition—the Taos Pueblo still does not have plumbing.

Kenner comes to the bicultural influences as a kind of afterthought in his history of the relations between the New Mexicans (Spanish-Americans later) and the Plains Indians. The bulk of his study is devoted to non-cultural encounters between these people, the emphasis being on commerce involving the Apaches, the Comanches, the Cheyenne, and the Anglos. Indeed, the author's main interest seems to be in the Comancheros, who were themselves New Mexicans. Kenner sets down a blow by blow account of certain aspects of commerce and military attempts to control it in the Southwest (869 footnotes in 217 pages) but he fails to interpret or analyze the events. His is a useful sketch for students of history. Momaday and Sewid tell us a great deal more about Indians.

John R. Milton

John R. Milton is editor of the South Dakota Review.

SEARCH FOR A PLACE: Black Separatism and Africa, 1860

by M. R. Delany and Robert Campbell
University of Michigan, 250 pp., $4.95

IN MANY BLACK COMMUNITIES today there is obvious concern about black Americans' relation to Africa south of the Sahara. Evidencing this is the appearance of African dress, the interest in African languages and the emphasis on Afro-American history and heritage. Always present in the thinking of some, this has at times been more pronounced, as with Marcus Garvey's "Back to Africa" movement in the 1920s.

Martin R. Delany and Robert Campbell, two black Americans, made a journey to Africa (to what is now western Nigeria) in 1859-60 to survey the potential for black Americans immigrating to that area. Although well received and impressed, they were not blind to many weaknesses and problems. In their separate books, now combined in *Search for a Place*, they were outspoken when they felt it necessary to be critical (particularly Campbell on African slavery, and Delany on lack of public improvements).

Neither of them favored mass exodus; rather they felt that a highly select, trained, industrious group of black people could help build a politically strong black Africa that would work to end slavery in the United States (as well as in Africa) and eventually compete with the Southern American cotton economy. Campbell wrote: "The commercial and agricultural prospects are excellent, but there is much room for enterprise and energy. There is a decided demand for intelligent colored Americans, but it must be observed that one who is only prepared to roll barrels would have to compete with the natives under great disadvantages. Agriculturists, mechanics, and capitalists, with suitable religious and secular teachers, are most required."

A stipulation in the treaties entered into between the Africans and the two travelers reads: "That the Commissioners [represented by Dalany and Campbell] on their part, also agree that the settlers shall bring with them, as an equivalent for the privileges above accorded [use of land at no cost], Intelligence, Education, a Knowledge of the Arts and Sciences, Agriculture, and other Mechanical and Industrial Occupations, which they shall put into immediate operation by improving the lands, and in other useful vocations." Not much has changed in this regard despite all that has intervened since 1860; substance as well as symbols is still required of those who would aid black Africa.

Much of the focus today by younger black Americans, especially on their African heritage, is absolutely good and healthy. This must be combined with the recognition that what most African societies are interested in is an educated, skilled, powerful black person who can help in the arduous business of nation-building—whether he is based in Africa or in the United States. We need organization and power (rather than oratory and pronouncement) if something is to be done about the more than 200 private American firms investing in South Africa, if something is to be done about the low priority the United States places on aid to black African countries, and if something is to be done about official United States policy vis-à-vis Portugal and South Africa—to name but two. There is a relative, revealing silence from much of America on these matters, and understandably so.

Delany and Campbell believed they were not running away from the fight to free the slaves in this country. They argued that a strong, free black Africa could do much toward obtaining that goal. Others, notably Frederick Douglass, disagreed. But no one denied the necessity for waging the struggle from a consolidated base of black economic, political and educational preparedness.

Each writer reports in detail on the conditions of health, government, religion and economics as he observed them. Even Dr. Delany's very specific prescriptions for dealing with fever and ants are interesting, as are his ideas on how to make horses serviceable in Liberia.

Although this book is significant as a historical work, its value is much greater as a chapter in the protracted struggle of black people in their search for identity and a place. Those who are serious and honest in this quest will glean from the Delany-Campbell reports and subsequent accounts that only those who have something to offer their black brothers and sisters beyond rhetoric and symbols will, in the long run, be of value in the struggle. And this is true whether one wants to implement a movement of Back to Africa or of, what I choose to call and to promote, Back *up* Africa.

Charles V. Hamilton

Charles V. Hamilton is professor of political science at Roosevelt University in Chicago.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Literary Criticism

SOUTHERN FICTION TODAY:
Renascence and Beyond

edited by George Core
Georgia, 102 pp., $4.50

FAULKNER:
Myth and Motion

by Richard P. Adams
Princeton, 260 pp., $6.50

FAULKNER'S OLYMPIAN LAUGH:
Myth in the Novels

by Walter Brylowski
Wayne State, 236 pp., $7.95

THOMAS WOLFE'S ALBATROSS:
Race and Nationality in America

by Paschal Reeves
Georgia, 160 pp., $6

HEMINGWAY:
The Writer's Art of Self-Defense

by Jackson J. Benson
Minnesota, 202 pp., $6.50

SINCE FOUR OF THE FIVE BOOKS covered in this review are studies in Southern fiction, perhaps I might be expected to extract from them some composite theory to explain the nature of Southern fiction, or some new insight into its remarkable twentieth-century "renascence." Some theories of this kind are advanced in *Southern Fiction Today*, which is the record of a symposium last year at Davidson College. But a major concern of all these critics is the novelist's acceptance or rejection of his American heritage.

In a lecture preceding the Davidson College symposium Professor Walter Sullivan, comparing "The Southern Renascence and the Joycean Aesthetic," was disturbed by the fact that "two generations of artists and intellectuals have seen Stephen Dedalus solely as hero, and they have viewed his rejections as elements in a legitimate quest for artistic freedom which should be emulated by all." The result has been "the active pursuit of disorder . . . for the sake of establishing the anarchy that has become our goal."

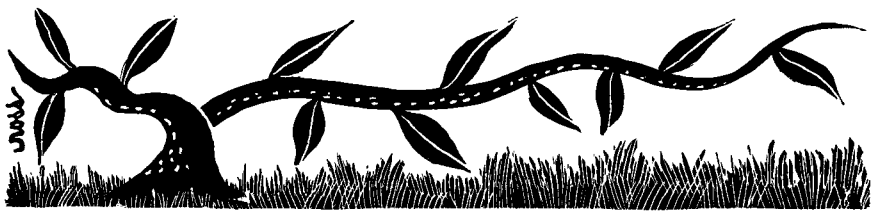
Sullivan agrees with the widely accepted view that "the Southern artist saw the traditional society in which he lived and about which he wrote on the verge of dissolution: he struck his chronicle of it in the twilight of its going." He acknowledges that the best writers in other regions "were also dealing with the decline of accustomed belief: Hemingway in *The Sun Also Rises* and *A Farewell to Arms*, Fitzgerald in *The Great Gatsby*, Dos Passos in *U.S.A.* . . ." But in the South the postwar disillusionment was apocalyptic.

Richard P. Adams in *Faulkner: Myth and Motion* is only indirectly interested in Faulkner as cultural historian, yet in his rigorous and penetrating analysis of the use of "myth" for esthetic structure and texture in Faulkner's fiction he finds deep moral commitments, and by coincidence replies to Sullivan's worried indictment. In an interview Faulkner declared that "life is motion," and "The aim of every artist is to arrest motion, which is life, by artificial means and hold it fixed so that a hundred years later, when a stranger looks at it, it moves again since it is life." On this esthetic paradox Adams bases his interpretation.

Adams thinks that Faulkner was influenced by T. S. Eliot's review of Joyce's *Ulysses* in which he wrote: "In using the myth, in manipulating a continuous parallel between contemporaneity and antiquity, Mr. Joyce is pursuing a method others must pursue after him . . . a way of controlling, of ordering, of giving a shape and a significance to the immense panorama of futility and anarchy which is contemporary history. . . . Instead of narrative method, we may now see the mythical method." Faulkner might have discovered this method for himself, and in his early stories he was experimenting with mythical images and allusions; but "his successful use of it followed the examples of Eliot, Joyce, Fitzgerald and Hemingway both chronologically and methodologically."

Faulkner's mythical method enabled him to suspend belief, to reduce myth and ritual to the status of tools. Words and images are static, and therefore contrary to the flux of life. "Faulkner is primarily interested in motion; the static moments are the 'tools' with which he fixes the motion for esthetic contemplation." Many critics of Faulkner, Adams believes, have misunderstood his images and symbols of the past and have accepted them as sentimental nostalgia rather than as esthetic tools: "Man's fate, according to Faulkner, is that he must change; man's hope is that, 'by his own efforts,' he can change for the better."

The tragic characters in Faulkner's



Relevance
from The UNIVERSITY OF MICHIGAN PRESS

JUST PUBLISHED

KUSUM NAIR
The Lonely Furrow
Farming in the United States, Japan, India
A fascinating and provocative study of human motivation in farming, based upon first-hand interviews and extensive research. **$7.95**

M. OWEN LEE
Word, Sound, and Image in the Odes of Horace
Addressing himself to the general reader as well as to students and teachers, Dr. Lee provides a perceptive introduction to Horace's lyric poetry. **$4.95**

M. R. DELANY AND ROBERT CAMPBELL
Search for a Place
Black Separatism and Africa, 1860
Fascinating accounts of a journey to West Africa, by two pre-Civil-War proponents of black separatism. Included under the new title are Delany's *Official Report of the Niger Valley Exploring Party* and Campbell's *A Pilgrimage to My Motherland.* **$4.95**

GILBERT F. WHITE
Strategies of American Water Management
In this informed and original study, Dr. White outlines a framework in which society's decisions as to water management may be examined and then discusses six of the major strategies which have actually been practiced in the United States. **$5.95**

HERBERT S. GERSHMAN
The Surrealist Revolution In France
A major contribution to the literature of surrealism. The author considers the philosophical underpinnings of the movement; its painting, literature and politics; and its critics. Illustrated **$8.50**

ANDRĒ BRETON
Manifestoes of Surrealism
Translated from the French
by Richard Seaver and Helen R. Lane.

Here for the first time in English are major documents by surrealism's greatest spokesman. With characteristic passion and humor Breton sets forth the preoccupations of the movement and reveals the basic workings of his own striking imagination. **$8.50**

THROUGH YOUR BOOKSELLER
OR ORDER DIRECT

The UNIVERSITY OF MICHIGAN PRESS
ANN ARBOR

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

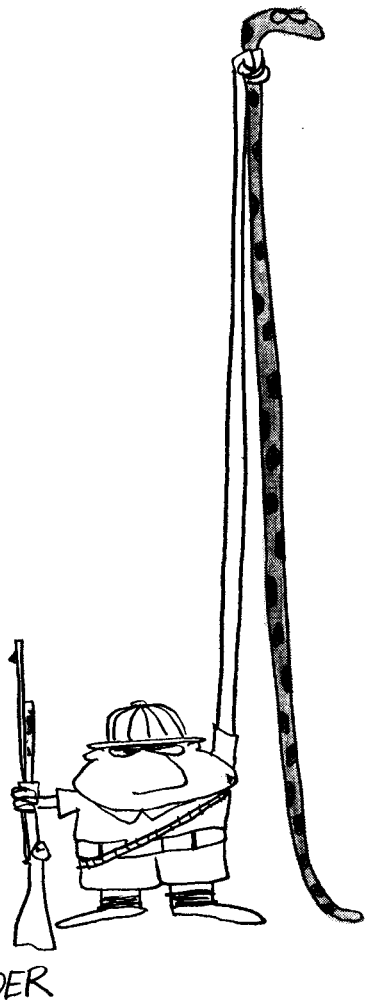
works are those who cannot flow with life. Quentin Compson in *The Sound and the Fury*, "like the speaker in *The Waste Land*, cannot connect the past and the present and therefore he has no future. It is not, like some historical fiction, a way of escaping the complexities, confusions, and opacities of present experience, but a way of getting solidly into them. . . ."

Walter Brylowski's *Faulkner's Olympian Laugh: Myth in the Novels* is a more philosophical study than *Faulkner: Myth and Motion*, but his epistemology supplements Adams's esthetics. In the earlier works Faulkner used mythological allusions for rhetorical embellishment, but in *The Sound and the Fury* and *Absalom, Absalom!* he attained a "mythic mode of thought"—an intuition, as in the fertility cults, that barrenness can be cured by right conduct (or faith-magic), that death can be followed by resurrection.

The mythic mode allowed Faulkner "to treat in narrative form his vision of a world permeated with evil and yet to balance this with his faith that evil will, in the long run, consume itself while the 'verities'—courage, honor, love—will maintain their static nobility and allow man to 'endure.'" Brylowski traces the progression in Faulkner's works of his "coming to grips with the problem of evil in terms of this mythic mode of thought."

Faulkner has often been regarded simply as a naturalist, but after his Nobel Prize speech critics began to discover—or rediscover—that his demonic world was lighted by a gleam of possible redemption. Brylowski insists that he was consistently a "rational empiricist," who saw clearly the folly, misery, and corruption of mankind; yet "the problem of evil constitutes the focal point of his rational-empiric vision," and "transcendence enables him to accept the dominance of the spirit of man behind these appearances and to laugh the Olympian laugh"—which, as Joseph Campbell says in *The Hero with a Thousand Faces*, "is not escapist in the least, but hard, with the hardness of life itself."

Thomas Wolfe's Albatross, by Paschal Reeves, is also a critical examination of a novelist's art, but its subtitle, "Race and Nationality in America," acknowledges that the book is a study of another rational-empiricist. "The shaping forces of nineteenth-century concepts molded [Wolfe's] formative years," says Reeves, "and this heritage made him even closer intellectually and emotionally to the pioneer America whose homely values became his own early and, in some cases, his lasting loyalties. Among the many nineteenth-century ideas that he absorbed were



its notions of racial superiority, exclusiveness, veneration for established tradition, distrust of unassimilated cultural patterns, and suspicion of urban values." These were Wolfe's "albatross," a curse not only on his ambition to become the author of a national epic but also a serious hindrance to his art. As Reeves says, "A vision clouded by prejudice and restricted by intolerance can only result in a twisted and partial picture. . . . His views of race and nationality were the principal barrier to his achieving the avowed intent of probing 'the whole consciousness of his people and nation.'"

Actually, Wolfe probably did represent the dominant national consciousness preceding World War II. He did not live to see the country become self-conscious about its racism, but he himself was changing in the last few years of his life. George Webber in *The Web and the Rock* calls racial and social injustice "our collective wound. . . . As men, as Americans, we can no longer cringe away and lie. . . . Yes, and if we do not look and see it, we shall all be damned together."

In his last book, *You Can't Go Home Again*, Wolfe was beginning to achieve an ethical awareness not unlike Faulkner's in his last phase. "I believe that we are lost here in America," Wolfe declared in 1940, "but I believe we shall be found. . . . I think the life which we have fashioned in America, and which has fashioned us . . . was self-destructive in its nature, and must be destroyed. I think these forms are dying and must die, just as I know that America and its people in it are deathless, undiscovered, and immortal, and must live."

Ernest Hemingway's albatross was not race; but Jackson J. Benson in *Hemingway: The Writer's Art of Self-Defense* shows that he spent his entire life as a writer fighting the sentimental pieties and hypocritical morality of his mother—which she held in common with "genteel America." Philip Young argued eloquently in his study of Hemingway that the novelist suffered from a psychic wound received on the Italian front in World War I. However, Young did not entirely neglect the psychological scars of Hemingway's childhood, and in the second edition of his book, *Ernest Hemingway: A Reconsideration*, he admitted that the Victorianism of the parents "was so preposterous . . . that as a context for his general rebellion the family now looks bigger than the war."

By concentrating on the family context Benson has produced a book that is excellent in two respects: it gives one sufficient understanding of why Hemingway posed as tough guy and paraded his masculinity to make one more tolerant of his outrageous public postures and cruelty to friends; and it shows how the novelist in his desperate struggle to "control the emotions that gnawed at him and threatened to drown both him and his art" won hard-fought victories.

Benson does not spare Hemingway's weaknesses, but he also shows that sometimes critics have taken for weakness what was really irony and self-criticism, especially in *Across the River*. His characters were not strictly autobiographical. Benson's conclusion is that: "Ernest Hemingway's journey may have started as an escape from Aunt Sally, but it ended as a journey into the heart of man; for Hemingway, like all the great novelists of our century, Joyce, Mann, Kafka, Camus, and Faulkner, was essentially a philosophical writer who searched for the bedrock of man's experience and who tied that search to the parallel quest of finding newer, more immediate, and more vigorous ways of expressing the living experience in words."

Gay Wilson Allen

Gay Wilson Allen is the author of major biographies of Walt Whitman and William James.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

AUDEN'S POETRY

by Justin Replogle
Washington, 258 pp., $6.95

SENSITIVE AND SENSIBLE, expository rather than argumentative, Justin Replogle's *Auden's Poetry* suggests that the heat has finally gone out of the old quarrels about that much misunderstood poet. Ever since Monroe K. Spears's study in 1963, critical opinion generally has ceased worrying about Auden's "betrayal" of his early Marxist ideas and has given up the charges that his later work has descended into trivia. Whatever doubts remain should be dispelled by Replogle's analysis of how Auden's "ideas, personae, and style move forward toward . . . his greatest achievement, the late comic poetry."

Replogle claims greater interest in the poet's technique than in his ideas, but he cannot discuss one before he has considered the other. Indeed, although he devotes separate chapters to Auden's ideas, personae, style, and comedy, the interrelationships are evident in every part of his book. The fundamental conflict between the two parts of Auden's nature—the sententious, pompous Poetic voice and the skeptical, farcical character of the Antipoet—manifests itself even in the earliest poetry.

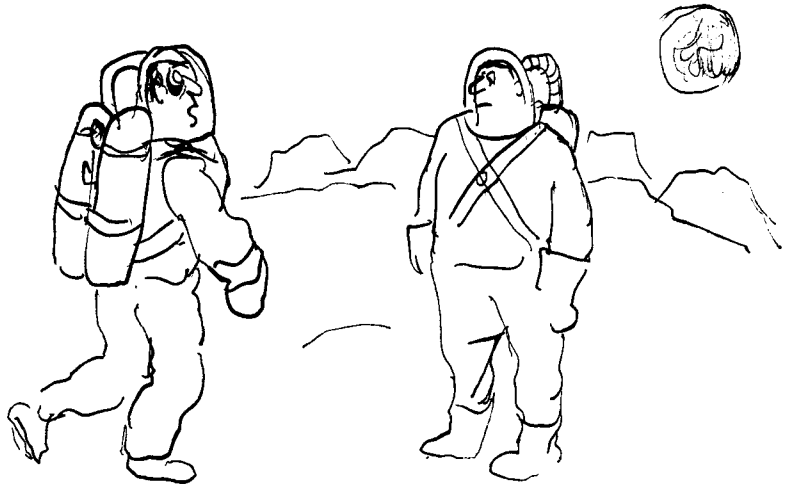
The author, fortunately, recognizes how the ideas and technique are intertwined and uses his insight to demonstrate effectively Auden's struggle to balance the opposing forces in his own dualistic temperament in order to create meaningful poetry. Where Auden failed in his earliest work, the result was confusion, a "vague," "incomprehensible" poetry. Much of the misreading of Auden's message in his early poems may be attributed to his artistic failure to reconcile the differences in his poetic voices. Finally, in his best comic poetry, he was to learn how to maintain the two voices in the same poem, setting them at extremes from each other, allowing the unity to "come from the dialectic of their clash."

Beyond this astute discussion of Auden's two voices, the merits of Replogle's book abound. He makes sense of the relationship between Auden's early Marxism — never political, adopted only for its "empirical epistemology" — and his Kierkegaardian conversion. He argues persuasively that both, together with Freudian psychology, were merely separate camps along the mainstream of post-Hegelian Germanic thought, and Auden could move easily from one to the other because of their similarities. On Auden's style, a complex subject in modern poetry, Replogle is most perceptive, particularly in discerning the distinctive features in the poet's use of speech rhythms and their significance for the two voices of Poet and Antipoet. Even in his valuable discussion of the "verbal machinery" of Auden's comic poems Replogle is judicious, not overstating his case, aware that "Auden's success in making comic poems out of usage specialties" may not survive beyond our own lifetime since "usage associations are the most ephemeral of all language properties."

With all Replogle's study offers, perhaps it is churlish to raise some objections. Nevertheless, his thesis seems at times to push him to some unacceptable critical conclusions, such as his failure to see the conventional elegiac elements in "In Memory of W. B. Yeats," his tendency to downgrade some of Auden's fine earlier work, and his rather backhanded compliment to "Look, Stranger!," labeling it rather disparagingly "Auden's best collection of Standard English poems."

Robert D. Spector

Robert D. Spector, professor of English at Long Island University, has published criticism on English and American poetry from Chaucer to Eliot, Pound and Wallace Stevens.



"I got mugged on the dark side."

Books worth keeping

THE FUTURE OF THE UNIVERSITY
A Report to the People by the Executive Planning Committee of the University of Oklahoma. Edited and with an Introduction by GORDON CHRISTENSON. A vital statement on American higher education. Cloth $7.95; paper $1.95

POCAHONTAS
By GRACE STEELE WOODWARD. The story of the real woman behind the legend. Illustrated. $7.95

PRE-COLUMBIAN LITERATURES OF MEXICO
By MIGUEL LEON-PORTILLA. Translated by GRACE LOBANOV and the author. An anthology of myths, hymns, lyric poetry, rituals, drama, and prose. Illustrated. $5.95

THE EXCAVATIONS AT HELWAN
Art and Civilization in the First and Second Egyptian Dynasties. By ZAKI Y. SAAD and J. FRANK AUTRY. A detailed report on an extremely important archeological site. Heavily illustrated. $6.95

THE ROADS TO RUSSIA
United States Lend-Lease to the Soviet Union. By ROBERT HUHN JONES. Foreword by EDGAR L. ERICKSON. The full details for the first time, from U. S. and Soviet sources. $6.95

CARL VAN VECHTEN AND THE IRREVERENT DECADES
By BRUCE KELLNER. The life of a distinguished American man of letters who was very much a part of the cultural scene from *la belle epoque* through the legendary Twenties. Illustrated. $7.95

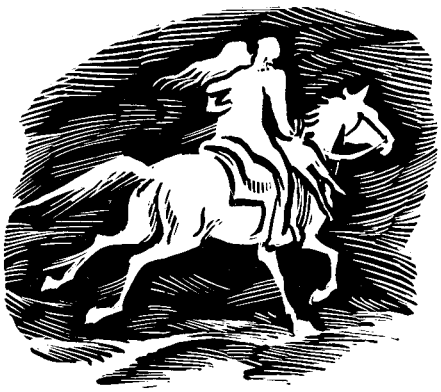
THE SUPERNATURALISM OF NEW ENGLAND
By JOHN GREENLEAF WHITTIER. Edited, and with an Introduction, by EDWARD WAGENKNECHT. Whittier's fascinating exploration of—and attack upon—the prevalent folk beliefs of his day regarding the supernatural. $4.50

LUMINOUS REALITY
The Poetry of Jorge Guillén. Edited by IVAR IVASK and JUAN MARICHAL. Poets and scholars pay homage to a great Spanish poet on his 75th birthday. $5.95

Now at your bookstore
UNIVERSITY OF OKLAHOMA PRESS
Norman, Okla. 73069

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SIX NEW LATIN AMERICAN NOVELS



The Lean Lands (Las tierras flacas)
By Agustín Yáñez

Translated by Ethel Brinton. Illustrated by Alberto Beltrán. The theme of this harshly powerful novel is the impact of modern technology and ideas on a few isolated, tradition-bound Mexican hamlets in the aftermath of the Revolution of 1910. $6.50

The Norther (El norte)
By Emilio Carballido

Translated with an Introduction by Margaret Sayers Peden. Illustrated by José Treviño. This translation introduces as a novelist one of Mexico's most important contemporary dramatists. $3.50

Memories of Lazarus
By Adonias Filho

Translated by Fred P. Ellison. Drawings by Enrico Bianco. This stark novel is set in a valley in the backlands of the state of Bahia, Brazil, and is Adonias Filho's best-known work. $5.00

The Precipice (El Bordo)
By Sergio Galindo

Translated by John and Carolyn Brushwood. Drawings by Luis Eades. *The Precipice* is an intimate picture of the complexity of life in a contemporary Mexican family. $6.00

Cumboto
By Ramón Díaz Sánchez

Translated by John Upton. Illustrated by Kermit Oliver. The scene of this richly orchestrated novel is Cumboto, a coconut plantation on the coast of Venezuela. $6.50

Recollections of Things to Come
(Los recuerdos del porvenir)
By Elena Garro

Translated by Ruth L. C. Simms. Illustrated by Alberto Beltrán. This remarkable first novel depicts life in the small Mexican town of Ixtepec during the grim days of the Revolution. $6.50

A list of other titles in the Texas Pan American Series will be sent on request. Available through your bookstore or from
UNIVERSITY OF TEXAS PRESS
Austin and London Box 7819, Austin 78712

THE WORLD OF THE THRILLER

by Ralph Harper
Case Western Reserve, 139 pp., $4.95

THERE IS ONE TERM in the technical vocabulary of publishing that is likely to be unfamiliar to thousands of men and women who earn their livelihoods from the manufacture and sale of books. The list of "works by the same author" which usually appears on the page facing the title page is called *the* (or *a*) *card*. It is a convenient and useful device. Its presence bolsters the author's *amour-propre*, although at the same time it may recall ventures he would have preferred to relegate to limbo if a discerning public had not already performed that service for him. To the reader the card renders a highly useful service on the take-it-or-leave-it basis.

The card that appears (in the orthodox location) in the work here under consideration reads as follows:

Existentialism: A Theory of Man (1948)
The Sleeping Beauty (1955); revised edition: *Nostalgia: An Existential Exploration of Longing and Fulfillment in the Modern Age (1966)*
The Seventh Solitude: Metaphysical Homelessness in Kierkegaard, Dostoevsky, and Nietzsche (1965)
Human Love: Existential and Mystical (1966)
The Path of Darkness (1968)

So far so good. But when the reader's eye vaults over the margins to the title-page, he is likely to think he is entering strange country or perhaps has latched onto a misbound book. Ralph Harper's reading in the thriller field is healthily conventional. As a third-grader he absorbed Robin Hood and King Arthur and even converted them into after-school playlets. His introduction to the espionage genre was up John Buchan's *Thirty-Nine Steps*, first published in 1915; its only real precursor, he notes, was Erskine Childers's *The Riddle of the Sands*, recounting a German attempt to invade England a dozen years before World War I erupted.

Harper's text is neatly and helpfully partitioned. He divides his thrillers into thirteen categories, among which are crisis literature, the end of our time, and chaos; and he divides their readers into adventure-seekers, escapists, and so on. These tossed-in classifications are always to the point, whether anybody besides Mr. Harper gets the points or not; they are probably based on marginal glosses he invented for his own convenience. All that he has to say may not be agreeable to every reader, as when he notes: "Even in a poorly written thriller, as most are, it is possible for the writer to capture the reader's complete attention at some point." Certainly that fragment of comment is far too inclusive to be valid. Why not give specific instances? Anyway, it is certainly unusual, and it is certainly rewarding, to find a writer whose vocation and avocation blend so neatly, even if, to him, a thriller is a story involving espionage.

If Mr. Harper was tempted to supply reading lists, and there is no slightest indication that he was, he has manfully resisted the urge. The reader doesn't need prepared lists; he can roll his own as he goes along. If he is attracted by a title indicating that there exists a whole book about thrillers (think of that!) he knows already what authors and what titles he is likely to find, though he may be temporarily baffled. He will be further baffled to learn that Mr. Harper (to repeat) defines a thriller as a spy story. Where does that leave, for instance, Sir Arthur Conan Doyle? To quote Mr. Harper: "Already by 1940 there was no need to comment on the difference between Buchan and the detective story writers whose legendary hero was Sherlock Holmes . . . Conan Doyle's successful invention was notorious not so much because of his adventures as because of the infallible, even comical facility with which he solved crimes."

Well, it was a living.

John T. Winterich

John T. Winterich, named Critic of the Year by the Mystery Writers of America in 1966, writes SR's monthly Criminal Record column.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Man's Ways

EXPERIENCES

by Arnold Toynbee
Oxford, 417 pp., $8.75.

WHEN AN INDIVIDUAL BECOMES ILL in the twentieth century, he calls for a doctor with reasonable assurance of a cure. If, or when, a civilization becomes ill, no such ready relief exists. It is nevertheless tempting to call in Arnold Toynbee, the nearest analogy to a "society doctor" in the cosmic sense of that expression. No other historian—not even Gibbon—has been brave enough (or, as some critics thought, unscholarly enough) to render a postmortem on twenty-three defunct social orders.

Despite its innocuous title, this twenty-fifth book by the still vigorous eighty-year-old British historian does constitute a response to contemporary society's need for diagnosis. And, although Toynbee's bedside manner is as kindly and courteous as that of any trusted family physician, his grave head-shaking offers little comfort to the patient currently gasping for breath on its global pallet.

In brief, Toynbee finds mankind to be suffering from what may be an incurable "morality gap"—the distance between its achievements in science and its spiritual development. In 1969 the state of science admits as "rational expectation" what St. Paul would have viewed as "impiously presumptuous fantasy": that is, immortality of the body. At the same time, atomic and rocket technology may frustrate "both God's and Man's beneficient power to destroy death" and lead to mass suicide. Thus, St. Paul's apocalyptic vision must be revised. Man's last enemy is not death but Man himself.

In his summary Toynbee offers nothing substantively new or remarkably different from the findings of other fearful contemporary prophets; yet his position as an historian of the longest possible view, and the consequent "cool" of his detachment from any particular time or place, add frightening authority to his judgment. Although, being human, he cannot resist the temptation of hope, he offers less evidence than ever before to support his admitted wish for mankind's deathbed conversion. The "door of death" stands "hideously wide open" in 1969, just as it did in the first century B.C. when Lucretius wrote those melancholy phrases that Toynbee has adopted. True, Rome did not burn for another hundred years or crumble for a few centuries thereafter, but in the long view that Toynbee takes, such interludes are as moments.

Combining personal with impersonal considerations in *Experiences*, Toynbee achieves a level of discourse that is accessible (and should prove absorbing) to any reasonably intelligent reader. Many who would shrink from the intellectual rigors of his systematic *Study of History* will find in this informal "postcript" both a distillation of his historical findings and an updating of his anxious "posthumous agenda" for mankind. Although his historical method, and the generalizations reached by it, were criticized by some historians (and amended slightly in the 1961 volume entitled *Reconsiderations*), it is perhaps the only method by which mankind can take inventory.

Historical analogies, like poetic metaphors, are unscientific; yet what other way do we have for arriving at working truths? Like recent photos of earth from the moon, they show only the blobs of peaks and craters, but from such a distance topographical patterns obscured at closer range do emerge.

Toynbee himself adopted a medical metaphor in 1961 when rebutting allegations about his ambivalence toward the military conquests of the past. He described war as a "cancer preying upon human society and destroying the most valuable elements in human culture." He defended his stress on it as an historian, arguing that "the first step toward conquering a dangerous enemy or . . . disease . . . is to take the danger seriously."

Eight years later, Toynbee is perhaps even more hostile to militarism, which he holds responsible for the destruction of most if not all previous civilizations. From the nearer distance of personal memory, he reports that "the truth" about the instability of world order came to him in a flash of illumination in 1914, when the guns of August were booming what may yet prove to be "Taps" for the Western world. Since that moment of disillusion, Toynbee concedes that he has seen the world with different eyes, with a vision that takes an increasingly dim view of the future—if any.

Although alert to the negative potential in human nature since 1914, Toynbee has altered his view significantly since 1961 with regard to one aspect of history.

On balance, the concluding volume of *A Study of History* was both optimistic and flattering to the United States. Viewing the world of that date, Toynbee found that "progressive recession of belief in Christianity's traditional doctrines has been accompanied by a progressive advance in the practice of Christianity's moral precepts." Citing specific advances in "modern humanitarianism," he credited the "relatively rich minority of the

New books from University of Toronto Press

The Complete Works of Voltaire

This is the first complete critical edition of the whole of Voltaire's *oeuvres* and the first edition to appear in almost a century. It is being prepared under the direction of an international group of scholars with Dr. Theodore Besterman as chairman.

ALREADY PUBLISHED:
Notebooks I & II,
edited by THEODORE BESTERMAN
(Volumes 81 & 82 in the Complete Works)
$40.00 the set

Correspondence I & II,
edited by THEODORE BESTERMAN
(Volume 85 & 86 in the Complete Works)
$25.00 each

Essays on Ethics, Religion, and Society
JOHN STUART MILL
Introductions by
F. E. L. PRIESTLEY and D. P. DRYER
Textual introduction by JOHN M. ROBSON

Volume 10 of the Collected Works of John Stuart Mill, the essays here show Mill's response to Benthamite utilitarianism and the relation of his ethical thought to his religious and social views. $15.00

The Violin
EMILE LEIPP

A beautifully illustrated and comprehensive study including the history, technology, manufacture and acoustics of the violin. $10.00

The Economic Atlas of Ontario
Atlas Economique de l'Ontario
Published for the Government of Ontario
EDITOR: W. G. DEAN
CARTOGRAPHER: G. J. MATTHEWS

The publication of The Economic Atlas of Ontario this month climaxes one of the most important and ambitious publishing projects ever undertaken in Canada. It is a cartographic representation of all aspects of economics in Ontario, produced in an extra-large art format with 113 atlas plates (colours ranging from two to twelve) and including 385 maps, 149 inset maps and 49 graphs. $75.00

University of Toronto Press
33 East Tupper Street, Buffalo, NY 14203

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New from GEORGIA

Thomas Wolfe's Albatross: Race and Nationality in America

By Paschal Reeves. An assessment of Wolfe's changing attitudes toward the people of America, especially in his fiction. $6.00

Katherine Anne Porter: A Critical Symposium

Edited by Lodwick Hartley and George Core. Eighteen essays by Robert Penn Warren, Cleanth Brooks, Eudora Welty, Glenway Wescott, John Aldridge, Ray West, and others. There are estimates of major stories and the criticism, and the most complete bibliography to date. $7.50

Daniel Defoe and the Supernatural

By Rodney Baine. Deals with Defoe's strong belief in the unseen world and his use of the occult generally. $7.50

Southern Fiction Today: Renascence and Beyond

Edited by George Core. Major essays by Walter Sullivan, C. Hugh Holman, and Louis D. Rubin on the continuing relevance of Southern literature. $4.50

Forthcoming:

The Long Boy and Others: Eighteenth-Century Studies

By B. L. Reid. Essays on Boswell and Johnson, *Pamela*, *Joseph Andrews*, Smollett, and *Tristram Shandy*. $5.00

T. S. Eliot: An Essay on the American Magus

By Marion Montgomery. A brilliantly allusive account of Eliot's progress from romanticism to classicism. $4.50

Daniel Webster and the Politics of Availability

By Norman D. Brown. A perceptive study of Webster's presidential aspirations in the changing political climate of his times. $7.50

Write for complete catalog

University of Georgia Press

Athens, Georgia 30601

human race" with acceptance of its responsibility for helping the "relatively poor majority," and concluded with applause for the American way of internationalism. "Peoples that are still exercising political control over other peoples have now come, thanks to an American lead, to expect to pay for this political privilege instead of any longer expecting to draw the traditional profits of empire," he beamed.

Today that "American lead" seems to be taking the world backward rather than forward. What changed the historian's mind was obviously Vietnam. Toynbee sees the modern conduct of warfare as "shameful and ominous," and although the "series of backward steps" that provoked this judgment began in 1792 with Napoleon's offenses against civilians, he does not hesitate to name "the atrocities" inflicted by United States troops in the current war as a sign of a new "dark age" of barbarism.

Elsewhere in the book Toynbee elaborates his censure of America's world role. Since the response to Pearl Harbor in 1941, and the resultant swing from isolationism, Toynbee sees a progressive move toward that basic and permanent psychology of militarism which he believes caused the collapse of previous civilizations. Symptoms of this "alarming" trend are the continuance of conscription after V-J Day and the consequent spread of "the Pentagon's tentacles" over "a large and increasing section of the gainfully employed part of the population."

Sound familiar? There is certainly no generation gap between the octogenarian Toynbee and the young American doves who have been excoriating Dow Chemical's recruiters. Indeed, Toynbee specifically condemns the Pentagon's "hold over the universities" and, above all, "the expenditure on public relations" by which "the Pentagon is able to use the tax-payers' money for conditioning the tax-payers themselves to aquiesce in a servitude which their fathers and forefathers would have resented and rejected as 'un-American'!"

Obviously, the weakness of Toynbee's long view of history is that it must omit documentation in order to achieve manageable length. In his harsh view of America's role in the modern world and the Defense Department's role in modern America, Toynbee takes for granted many "facts" that defenders of the military establishment are sure to challenge. But his own lifelong commitment to Christianity's "moral precepts" and to the noble ideal of "a community embracing the whole human race" exonerates him from any suspicion of partisan, or even of national, politics. It thus lends a disturbing credence to his view that even if the American people retrieve their "lapse" into militarism, the world's "image" of America will never be the same as before.

Toynbee's own lapse into the particularities of history is, however, only a small deviation from his generally austere and exalted perspective. In the millions of years of history, America is not the real villain. No place or people can be blamed, but rather a process. His concluding fear, against which he can posit nothing except a spontaneous "change of heart," is that mankind will prove unable to win "the victory for personality over technology."

If humanity cannot work this miracle, Vietnam will be dwarfed by the final holocaust. Life, in the biological sense, might continue past that apocalypse, but would become worthless, indeed "unendurable" for human beings. Another way of saying that "beings" need not necessarily be "human."

Glendy Culligan

Glendy Culligan was formerly book review editor of the Washington Post.

EPISTLE TO THE BABYLONIANS: An Essay on the Natural Inequality of Man

by Charles L. Fontenay
Tennessee, 211 pp., $6.25

I DO NOT KNOW whether Charles Fontenay has read *The Private Papers of Henry Ryecroft*, by George Gissing; but as I read *Epistle to the Babylonians* I could not help but recall Ryecroft's distinction between social man and individual man. "Take a man by himself," he said, "and there is generally some reason to be found in him, some disposition for good; mass him with his fellows in the social organism, and ten to one he becomes a blatant creature, without a thought of his own, ready for any evil to which contagion prompts him." And, Ryecroft went on, "It is because nations tend to stupidity and baseness that mankind moves so slowly; it is because individuals have a capacity for better things that it moves at all."

Now, what Mr. Fontenay has done is to develop this view, which might pass as a commonplace, into a thesis of more than 200 pages, and dress it up in verbal trappings of "philosophical" biology and anthropology, with some borrowing from the lexicon of political theory (for which the reader is forewarned by the book's subtitle, taken, of course, from Rousseau's famous, daring *Discours sur l'origine de l'inegalité des hommes*, 1754). Thus an interesting insight—more often associated with Carlyle and Emerson than with George Gissing—becomes

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

transformed into a hypothesis that poses as scientific, and a provocative, seminal thought ends up at a dead end.

In justice to the author, let us look at how he himself sees the sense of his book:

> This is what *I* have found, and upon this I take my stand: Human altruism is legitimate and important, but it is not man's altruism that has led him from the jungle to civilization. The human trait responsible for man's most spectacular rise above the bestial level is not a "social" trait at all; it is the intangible conviction of the individual that he is born free, that he has the inherent right to converse one-to-one with the universe without paying undue tribute to the opinions of his society.
>
> Conversely, I conclude that every attempt by man to deny his individual meaning in the interest of better social adjustment, however well intentioned, has not led to social perfection, but to regression.
>
> This essay is an effort to document that finding by means of a brief look at human history and prehistory. This look is not solely historical, nor even primarily so. It draws upon such applicable fields as evolutionary biology, anthropology, psychology, and political philosophy, for only through such synthesis can a new viewpoint be attained. . . .
>
> Thus, this essay must be viewed as fundamentally speculative and philosophical in its approach. It "proves" nothing but advances a rather complex theory.

Mr. Fontenay is not a historian and is not a specialist in any of the disciplines he mentions. He is a journalist on the staff of *The Nashville Tennessean*, and has written short stories and science fiction novels.

According to Mr. Fontenay's theory, the change from *Homo erectus* to *Homo sapiens* took place about 250,000 years ago; then, over the past 15,000 to 25,000 years, individuals of the *Homo sapiens* species appeared who accounted for the development of significant cultural advances. These creative individuals constituted and continue to make up a mutant form or sub-species of *Homo sapiens*. Fontenay calls this sub-species *Homo individualis*. The majority of men fall into the category of *Homo socialis*—men in whom the mixture of "sociality and individualism is predominantly social." These men habitually subordinate the individualistic motivation to "the desire for social acceptance, social status, or pure altruism." The *Homo individualis*, on the contrary, "will subordinate social considerations to individual motivations or principles." To him, social values are "secondary and subsidiary."

The author makes it clear that *Homo individualis* has a higher intelligence (by contemporary American measurements his IQ "very probably" would not be below 120), but his "definitive traits" include a great deal more than intelligence. The traits or elements that go with creativity or individualism are inherited as general patterns of behavior. A man does not come into the world "either as unshaped lumber or as a finished product. He is partly assembled; therefore, there is some choice in the form of the final assembly, but it is limited within a recognizable general pattern." Today the forces of natural selection favor *Homo socialis* at the expense of the creative individual. Urban concentration, Fontenay says, is "at least partly involved in a modern fertility differential (in the United States) which penalizes creative intelligence." Society today uses the creative products of individualism as effective weapons for the suppression of individualism.

Mr. Fontenay makes many interesting observations, and if his book had been intended as an essay on the tensions between objectivity and subjectivity, mimesis and creativity, inner-direction and outer-direction, conformity and creativity, the mass and the individual, his observations and insights would merit respectful consideration. But when he interprets psychological phenomena as subject to biological evolution and as constituting a structure that is "inherited according to Mendelian genetic laws," he calls up, unavoidably, the present controversy over the theories of Arthur R. Jensen as formulated in the winter issue of the *Harvard Educational Review*, the earlier controversy over *The Origin of Races*, by Carleton S. Coon, the arguments about intelligence tests and the relationship between race and intelligence. Where expert geneticists fear to tread is hardly an area where a journalist ought to rush in with his own hypothesis based on snatches of information taken from a variety of technical disciplines. When an author subtitles a book published in 1969 "An Essay on the Natural Inequality of Man," one is tempted to say to him: "Man, them's fighting words!" They are words for which a man has to put up or shut up. Mr. Fontenay, in this reviewer's judgment, most definitely has not put up.

Milton R. Konvitz

Milton R. Konvitz, professor of industrial and labor relations and of law at Cornell University, is the author of many books on constitutional law and theory. His latest book is "Religious Liberty and Conscience."

NEW HAMPSHIRE'S CHILD

The Derry Journals of Lesley Frost

With notes and index by Lawrance Thompson and Arnold Grade

Robert Frost once said, "The core of all my writing was probably those free years I had down on the farm a mile or two from Derry Village."

When Lesley Frost was not quite six years old, her parents encouraged her to begin a journal on her travels and adventures on or near the Frost farm in Derry, New Hampshire. Her little "stories" and poems, composed over a four-year period, gradually totaled more than 500 notebook pages.

Reproduced here for the first time, these journals, with their charming literary style, throw valuable light on the personality of Robert Frost as companion, playmate, botanizer, farmer, teacher, and poet during crucial years in his development: 1905 through 1909. No other source of biographical information can take us backstage during this period with such revealing insights.

The facsimile edition was designed by P. J. Conkwright, whose works have been included many times in the "Fifty Books of the Year" exhibitions of the American Institute of Graphic Arts. Two endpaper maps will enable those who literally or imaginatively follow the Frosts to retrace some of their travels around the neighborhood of the Derry farm, now a New Hampshire State Historical Site. $9.95, 676 pp., SBN 87395-043-7

THE MEANING OF COURTLY LOVE

Edited by Francis X. Newman

Ever since the term *amour courtois* was introduced by Gaston Paris in 1883, scholars have debated the meaning of courtly love to the understanding of medieval literature. Gathered here are the widely divergent views of five eminent medievalists.

Contributors are D. W. Robertson, Jr., John Benton, Charles S. Singleton, W. T. H. Jackson and Theodore Silverstein. $5.00, 128 pp., SBN 87395-038-0

Available in September . . .

THE OPPOSITION PRESS OF THE FEDERALIST PERIOD

By Donald H. Stewart

The election of Thomas Jefferson in 1800 and the rapid decline of the Federalist Party were aided by the development of a vigorous opposition press. Professor Stewart analyzes here the broad patterns of opposition, the techniques used by the partisan editors, and the arguments that appeared most persuasive to the public.

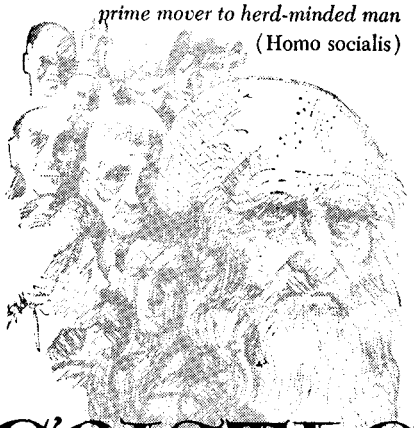
". . . [T]his work illuminates the American scene at a time when the press was a powerful and indispensable instrument of politics."—Prof. Julian P. Boyd, Princeton University. $18.00, c. 900 pp., SBN 87395-042-9

State University of New York Press

Albany, N.Y. 12201

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

a new concept of man and civilization—creative man (Homo individualis) *as prime mover to herd-minded man* (Homo socialis)



EPISTLE

TO THE BABYLONIANS

An Essay on the Natural Inequality of Man

BY CHARLES L. FONTENAY

"Thinking readers who enjoy pursuing the deeper issues concerning man's nature and his relationship to society will find Charles Fontenay's 'essay' rewarding and stimulating. . . . Fontenay is extremely challenging in his insights. . . . and if his stance is controversial, controversy may be just what is needed"—*Publishers' Weekly*. $6.25

up THE UNIVERSITY OF TENNESSEE PRESS
KNOXVILLE 37916

THE DETROIT RIOT OF 1967

by Hubert G. Locke

A frequent spokesman for the Detroit black community who was also the administrative assistant to the Detroit police commissioner at the time of the riot interprets the before, during, and after story of the 1967 riot. In addition, he offers his observations on the critical questions that confront contemporary urban America, the plight of black leadership, the impact and influence of militant perspectives. In one of the most important parts of this book, Rev. Locke comments on the problems of the police system and makes suggestions for recruiting and organizing a truly modern urban police department.

to be published in July/$6.50

from your bookseller or

Wayne

WAYNE STATE UNIVERSITY PRESS
Detroit, Michigan 48202

Fiction

THE LEAN LANDS

by Agustín Yáñez, translated from the Spanish by Ethel Brinton
Texas, 328 pp., $6.50

THE MEXICAN AGRARIAN REVOLUTION is the most durable theme of the Mexican novel. The earth was its symbol; that the earth belongs to all was the slogan of politicos and generals who promised much and never delivered. The word *tierra* (earth) appears in the title of many a novel about the people's disillusionment, of which a prime example is *Tierra* by Gregorio López y Fuentes.

The Lean Lands (Tierras flacas) is yet another epic on this theme. One of its characters dismounts from his horse, kisses the earth, and talks to the seed has has sown, to the ripening grain, to the green shoots just appearing. Yet, like so many of his predecessors, Agustín Yañez reaches a cynical conclusion, even while avoiding their polemics and propaganda.

In a little area of Mexico dotted with biblical place names, the aging *cacique*, or political boss, Epifanio Trujillo, a former muleteer, rules the town of Belén (Bethlehem) with an iron hand. He has little use for the new post-revolutionary masters in the Federal District. He knows that the old ways in Mexico will always prevail.

Fat and irascible Epifanio, who has peopled the farms and villages round about Belén with natural sons, finds a few of them aligned against his ideas and others eager to betray one another to get at his fortune. Epifanio understands covetousness and the other normal human foibles. He neither understands nor approves, however, of his bastard son Jacob Gallo, who has been off consorting with the leaders of the 1910 Revolution and is now returning to improve and modernize the lot of the peasants. With a belligerence suggested by his pearl-handled pistol and embroidered holster, Jacob sets out to build a modern Utopia on the stony, salty, arid lands of nearby Torres de San Miguel. His projects include reforestation, soil conservation, new types of crops, the digging of wells, construction of dams, use of fertilizers —even the erection of an electric plant. Jacob's hatred for his unbending father only accentuates his desire to break the old man's hold on the peasants.

Jacob's actions bring tragedy to almost everyone. The sons who would resist both their father and their brother die violent deaths. Strong-willed daughter Plácida ends up mad. Innocent people are murdered or blinded. The big Trujillo mansion is burned by the populace. What then of the emergent Jacob Gallo who, after having convinced the people that he is not a Protestant, Freemason, or Satanist, is accepted as bearer of the gospel of progress? Power, as the canny peasants remembered, corrupts, and they could foresee that a new iron will would merely replace the old. "One evil goes and another comes. After the Trujillos, the Gallos . . . God in Three Persons, guide me so that I may know what to do with this pitiful young man!"

In this novel the poor of Mexico are more than mere supernumeraries. Through them we learn of contemporary attitudes and hopes and fears. Yañez makes much of their reliance on proverbs and apothegms to help them solve the daily crises of life; sometimes they (and the author) will quote as many as five in a row.

Yañez exploits fully the people's indulgence in superstitions and white magic. When they see their first airplane overhead, nothing can convince them that it is not the devil in flight. An old sewing machine which had been passed around and quarreled over for years comes to be regarded as a miracle-working sacred relic. The peasants firmly believe that great leaders and fighters are immortal; they see and hear Epifanio after his death, just as they went on seeing or hearing the dead Zapata. One of the most powerful and influential women in the village is Matiana the sorceress, who pits her visionary gifts against the scientific learning of Jacob Gallo. After his knowledge of meteorology enables him to predict a storm, she has her revenge by telling Jacob during a thunderclap that his father Epifanio is dying at that moment.

Agustín Yañez has published six novels, including *The Edge of the Storm*, hailed by many as a classic. His stylistic devices, which have been recognized as European in origin, here run from sheer naturalism to Proustian recall. Like Carlos Fuentes he tells his story through alternating prose narrative and inner monologue, in which his characters reveal their most intimate feelings and concerns. The interplay of their distinctive personalities makes lively reading. The depiction of local customs extends to such matters as peasant medicine: "Infusion of frank-incense gum for pains in the side, and white tragacanth for pneumonia. . . ."

If it seems curious that Yañez was only a small child at the time of the 1910 Revolution, this is equally true of

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the best of the revolutionary novelists: Robles, Ferretis, Alatorre, Rafael Muñoz, López y Fuentes. Only Azuela (*The Underdogs*) knew the Revolution at first hand.

The translation by Ethel Brinton, director of the Anglo-Mexican Institute in Mexico City, is completely satisfying, and the twenty-one plates by Alberto Beltrán capture the novel's spirit. Publication of the work was facilitated by a grant from the Latin American Translation Program of the American Association of University Presses, which has enabled both Texas and California (Berkeley) to publish many distinguished titles.

Robert J. Clements

Robert J. Clements is chairman of the Department of Comparative Literature at New York University.

MR. PENROSE: The Journal of Penrose, Seaman

by William Williams
Indiana, 384 pp., $10.

INITIALLY PUBLISHED ANONYMOUSLY in England in 1814 in a bowdlerized version, *Mr. Penrose: The Journal of Penrose, Seaman,* by William Williams (1727-1791), has now been printed from the original manuscript with notes and an introduction by David Howard Dickason, a professor of English at Indiana University.

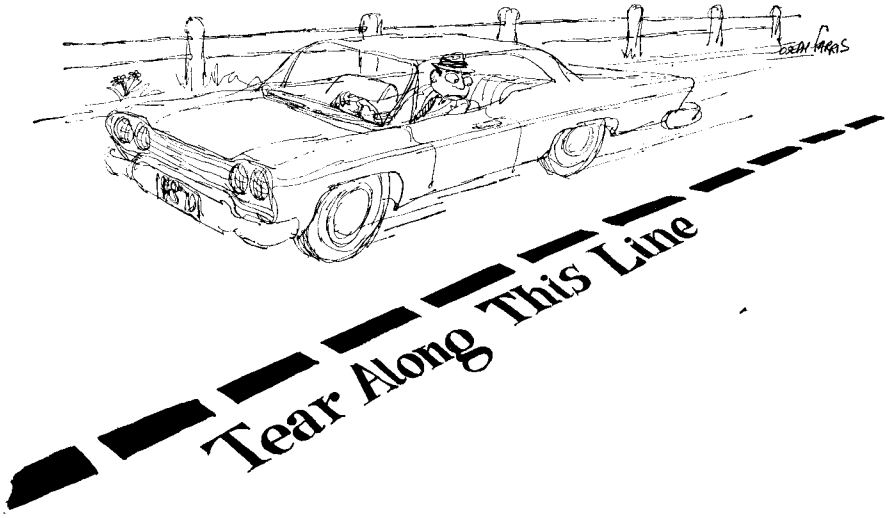
Although the adventures it recounts of a Welsh sailor who is supposedly castaway on the Caribbean coast of Central America in the middle of the eighteenth century follow the pattern of *Robinson Crusoe* and even seem on occasion to have been inspired by the earlier work, there are basic differences between the two novels involving plot and theme. Defoe's hero, for example, spends his long exile dreading attacks from savages, while Llewellin Penrose establishes rapport with the local Indians, acquires a native wife and children, and founds an integrated colony of Indians and stray Europeans that has utopian overtones. Also, when he is offered the opportunity of returning to his own country and civilization, Penrose refuses on the grounds that the "happy state of Innocency" in which he finds himself more than compensates for "the superfluities of the busy World." So, unlike his prototype, Penrose chooses to die in voluntary exile.

Apart from its relationship to *Robinson Crusoe* and to the genre of the travel narrative, *Mr. Penrose* has a special historical significance, according to Professor Dickason, who discovered the original manuscript of the novel and identified Williams as its author. As Dickason explains it, the rationale for his statement that *Mr. Penrose* is in point of composition "very probably America's first novel" lies in the fact that, although Williams was born and died in Britain, he spent some thirty years (approximately from 1745-1775) in colonial America, where he flourished as a painter of "portraits, conversational pieces and symbolic landscapes." It was during those years, Dickason contends, that Williams composed *Mr. Penrose,* thereby making a "signal contribution to our national literature."

Not only is this type of conjecture distracting, it has the ring of a sales pitch, which is unfortunate for, whereas the resurrection of *Mr. Penrose* actually does have historical significance, it is only as a contribution to a special genre that came into being long before America was discovered.

Iola Haverstick

Iola Haverstick is a doctoral candidate in American literature at Columbia University.



REFLECTIONS OF EXCELLENCE AT BROWN

The Nature of Physics: A Physicist's Views on the History and Philosophy of His Science

ROBERT BRUCE LINDSAY

"This is a very good book."
— *Nature*
$7.50

The Human Predicament: Dissolution and Wholeness

GEORGE W. MORGAN

"George Morgan has seized on the central educational and moral problems of our time and exposed the faulty ideological premises that have brought about our present disintegration. His criticism is so finely modulated and the alternative ways of thought he suggests are so soundly conceived that his book makes many other examinations of our cultural predicament seem, in comparison, shallow and flippant."
— LEWIS MUMFORD

"It puts things in perspective as nothing I have seen recently does."
— ARCHIBALD MACLEISH
$7.50

BROWN UNIVERSITY PRESS
PROVIDENCE, RHODE ISLAND 02912

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PICK OF THE PAPERBACKS

Those attending the annual meeting of the Association of American University Presses next week are in for a surprise when they hear Morris Philipson deliver his talk on paperback publishing. The director of the University of Chicago Press and formerly a Knopf editor, Philipson advises his colleagues to go full speed—in reverse. He believes university presses must cut back on their paperback publications. Philipson's own prestigious press has been issuing thirty books a year, more than most. "That's too many," he says. "We can read the sales records. You can't keep a book in print which sells 500 copies. Anchor Books won't keep one around that sells only 5,000."

The major problem is a surfeit of riches. "There are too many books," says Philipson. "Either the paperbacks are so special that too few people want them, or, in a case like *Billy Budd*, which we have published for $1.95 in an impeccable scholarly edition, there are half a dozen mass-market *Billy Budds* all selling for half the price."

Most people think of university presses as unselfish servants for the academic good. Actually, they can't afford to lose their shirts. "The pleasure of making a commercial success out of an unappreciated classic is now as rare as most other joys," says Philipson. As for producing some unusual book, some hidden antique of literature in paperback, he notes, "Most old wine—even in new bottles—is just plain sour."

Mr. Philipson's speech at Ithaca goes on to say, "The idea that a book which was selling at perhaps a thousand copies a year would sell in quantities anywhere from 5,000 to 50,000 if it appeared in paperback is a fantasy that originated with the beginnings of World War II quality paperback books. Yes, it *was* true. Imagine, Albert Camus at 95¢. But that was twenty busy years ago." Fifty-seven thousand paperbacks are now available, and the chances of a university press coming up with a fresh seller are becoming increasingly small.

Another paperback myth that Philipson dispels insists that a new paperback will certainly find its way onto the required reading lists of a variety of college courses. "Not so," Philipson told *SR*. "At least not any more. It's very unlikely that a new paperback will be adopted for classroom use. So many books are there already. Once a book is established as part of a curriculum, another book has to be of exceptional character to replace it. The chances for course adoption are slim and getting even slimmer."

Still, each year a few more laggard university presses try their hand for the first time at paperback publishing. Philipson deplores it. To them his advice is: "Better never than late." ROLLENE W. SAAL.

The Arts

Emile Zola said that a work of art was "a corner of nature seen through a temperament," and what art historian E. H. Gombrich does in *Art and Illusion* (Princeton/Bollingen, $5.95) is to reflect upon the many prisms of artistic representation. Originally delivered as the A. W. Mellon Lectures in the Fine Arts at the National Gallery in Washington, it is a prodigious book, nearly 500 pages long with more than 300 illustrations, some in full color. While seeking reasons for the shifts in art styles from the classic Greek forms to the seemingly chaotic arrangement of cubist canvases, Gombrich—a Viennese-born, University of London professor of classical tradition—explores esthetics, psychology and physics to determine how the process of artistic creation comes about.

If Gombrich's study is one of the university presses' heftiest contributions, *Eighty English Folk Songs from the Southern Appalachians* (MIT, $2.45) is one of the most charming. These songs of mountain people range from secular verses such as "Light you down, light you down, love Henry, she said," to the country carol, "When Joseph was a young man, A young man was he, He courted Virgin Mary, The Queen of Galilee." Cecil J. Sharp and Maud Karpeles collected the songs, Pat Shaw did the chord arrangements for guitar, and British composer Benjamin Britten provided the piano arrangements.

Four days before the death of Charles Ives on May 19, 1954, Henry Cowell concluded his book *Charles Ives and His Music* (Oxford, $1.75) with the collaboration of his wife Sidney Robertson Cowell. In the preface, dated May 15, 1954, Cowell wrote, "Its virtues, if it has any, are inherent in its position as a first book about Ives, written during his lifetime by two friends, one of them a composer who has been associated with Ives and his music for twenty-six years." Cowell, an original composer himself, was unduly modest. His book has not only the virtue of old acquaintance but of profound musical insight. Cowell ranks Ives as one of the four greatest twentieth-century composers (the others are Schönberg, Stravinsky, and Bartók). Like Bartók, who found much of his inspiration in native Hungarian folk music, Ives derived his turn-of-the-century sounds from small-town New England with its brass bands, church choirs, college songs, and patriotic anthems.

Also new and noted: In *Literature and Sincerity* (Yale, $2.95) Henri Peyre follows the Gallic notion of "sincerity," which seems to mean a kind of inner truthfulness, a literary concept which he calls "the most potent *idée-force* in the literature and psychology of our age" and which he follows with great perception through writers from Ovid to Sartre. *Critical Views of Isaac Bashevis Singer* (New York University/Gotham, $2.45), edited by Irving Malin, includes interviews with Singer and essays about him, each of which tries

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

to capture the evanescent and particular quality of his humor, fantasy and plain Gothic spookiness.

The Past

"In a very real sense all scholarship is motivated by an urge to investigate mysteries," writes William A. McDonald in *Progress Into the Past* (Indiana, $4.95). His book, a kind of archeological whodunit, is a suspense story of how Heinrich Schliemann, Arthur Evans and Carl Blegen painstakingly and brilliantly unearthed the splendors of the Mycenaean civilization.

Princeton offers two new archeological works: James Walter Graham's *The Palaces of Crete* and George E. Mylonas's *Eleusis and the Eleusinian Mysteries* ($4.95 each). "There is a land called Crete in the midst of the wine-dark sea, a fair land and a rich, begirt with water, and therein are many men innumerable, and ninety cities," sang Homer. Graham's book recreates some of that complex Minoan culture by its careful attention to the three major palaces at Phaistos, Mallia and, of course, at Knossos, where Theseus with the help of "Ariadne of the lovely tresses" slew the Minotaur. Mylonas, director of the excavations at Mycenae, was actively involved in the final diggings at Eleusis.

The American past is dealt with in Merle Curti's *The Making of an American Community* (Stanford, $3.85) and Robert E. Riegel's *American Feminists* (Kansas, $2.95). Though Curti investigates a Wisconsin county founded in the middle of the past century, he poses and answers some essential questions about the frontier experience and to what extent it molded our concepts of democracy. Another kind of frontier is explored by Robert E. Riegel, who writes about the emancipation of American women. Besides the earnest Abolitionist Lucy Stone and the zealous Dr. Mary Walker, who served in the Army during the Civil War, Riegel traces the careers of such strong-minded leaders as Elizabeth Cady Stanton and Susan B. Anthony (the subdued, introspective Miss Anthony always referred to Mrs. Stanton, a plump, effervescent mother of seven, as "our glorious Chief").

The Present

Increasingly, university presses have been turning their attention to the problems of the contemporary world. One of the topics of greatest concern — and publication—is that of race relations. Some of the books are historical, such as Allan H. Spear's *Black Chicago* (Chicago/Phoenix, $2.45). Subtitled "The Making of a Negro Ghetto 1890-1920," it shows how a more fluid racial pattern at the turn of the century became increasingly rigid until eventually the city structure ossified into what has become an archetype of black confinement.

In a new foreword to *The Middle-Class Negro in the White Man's World* (Columbia, $2.25), written in 1964 by Eli Ginzberg and his associates, Ginzberg admits that the times—and perhaps the opinions of the students originally interviewed for this survey—have changed. What Ginzberg and his colleagues found out among the black high school seniors and college students in New York City and Atlanta, Georgia, five years ago was a feeling of hope that education and job opportunities were opening up to qualified citizens of every color. Now Ginzberg pessimistically notes that the years have seen "an acceleration of the racial revolution [and] disillusion with white society has deepened. . . . "

An interesting reissue of a little-known novel, *The Marrow of Tradition* (Ann Arbor, $1.95), reintroduces Charles W. Chesnutt, who has been called the first major American Negro fiction writer. His novel, published in 1901 and long out of print, tells about the intricate white-black relationships in a Southern town engaged in the throes of Reconstruction after the Civil War. Though the book was praised by critics, the general public ignored it, and Chesnutt turned from writing to become a successful Cleveland lawyer.

Columbia University Press has been especially alert to world politics with a paperback series that has included Great Britain's Barbara Ward and India's Arthur Lall among its distinguished experts in international affairs. One of the new books is particularly pertinent in view of the recent take-over of Czechoslovakia's politics by strong pro-Soviet elements. *Czechoslovakia 1968* ($2.50), by Philip Windsor and Adam Roberts, analyzes some of the more subtle implications of Czech-Soviet relations and has a lengthy appendix quoting opinions ranging from those of Alexander Dubcek to *Tass*.

In *Cuba: Castroism and Communism, 1959-1966* (MIT, $2.45), translated from the Spanish by Joel Carmichael and Ernst Halperin, Andrés Suárez takes a somewhat ambivalent view of Castro, whom he regards as at once a "consummate opportunist" and the genius who "through sheer skill . . . has managed both to give his small and economically bankrupt country a political importance out of all proportion to its size and to maintain a remarkable freedom of maneuver in spite of his complete military and economic dependency on the Soviet Union." If Suárez is critical of Castro's policies, he is equally annoyed at the U.S. for its lack of any definite plan for dealing with Cuba.

—From the book.

Indiana University Press has just published David Robinson's *Buster Keaton* ($1.95), the tenth volume in its Cinema One series. Keaton was a unique talent who raised the deadpan into comic art. Robinson describes him as "a solitary, solemn animal with great melancholy unsmiling eyes that gaze unflinchingly outwards upon a world which must always dwarf him, but cannot diminish him."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

BEYOND BYZANTIUM
Arra M. Garab

Focusing on the last decade of Yeats's career, analyzing intensively many of the poems that figure predominantly in that division of the Yeatsian canon, the author shows how Yeats came to terms with his own humanity and arrived at wholeness of vision.
144 pages
$4.95

DECOYS AND DECOY CARVERS OF ILLINOIS
Paul W. Parmalee and Forrest D. Loomis

Over 400 photographs—with 8 pages in full color—illustrate the careful research of these authors in their attempt to preserve the fascinating beauty of a genuine folk art form.
516 pages
$15.00

EMILY DICKINSON AND RIDDLE
Dolores Dyer Lucas

A clear and balanced study of Emily Dickinson's use of the device of the riddle in writing her poetry.
144 pages
$4.95

EXTRA-TERRESTRIAL MATTER
Charles A. Randall, editor

Fourteen original papers delivered at Argonne National Laboratory together with transcripts of the discussions which followed.
219 illustrations and charts
352 pages
$12.50

NORTHERN ILLINOIS UNIVERSITY PRESS
DeKalb, Illinois 60115

GBS Teaching

Continued from page 38

the scene." But could it be that Shaw refused to write it?

In his review of an 1898 production of *Julius Caesar* Shaw damns Shakespeare with more-than-faint praise: "Regarded as a crafty stage job, the play is a triumph: rhetoric, claptrap, effective gushes of emotion, all the devices of the popular playwright, are employed with a profusion of power that almost breaks their backs." Goethe, who, he says, understood the significance of Caesar's death, would have known how to write the play, and the results "would have been as superior to Shakespeare's as St. John's Gospel is to the Police News."

Nevertheless, in spite of his consciously exaggerated "contempt" for Shakespeare's mind, Bernard Shaw conceded that he had "outlasted thousands of abler thinkers, and will outlast a thousand more." *A Doll's House* would in time be as flat as ditch water, while *A Midsummer Night's Dream* would still be "as fresh as paint." What if it turns out—as indeed it may—that Shaw was not the thinker he thought. His plays will still hold the stage magnificently, his essential humanity overshadows any notions that might seem to us off the deep end.

As for *Caesar and Cleopatra*, good as it is, it is of course not one of Shaw's greater works. It is a marvel of the playwright's craft, without question, and has about it, as Crompton notes, "a happy air of improvisation, so that its mood reminds us of one of the freer musical forms, say a fantasia or a divertimento." Nevertheless, when he wrote it Shaw had not yet entered into what Crompton calls "the kingdom peculiarly his own." *John Bull's Other Island* was still to come, and *Major Barbara* (what problems this one poses!), and *Man and Superman*, and *The Doctor's Dilemma*, and *Pygmalion*, and *Heartbreak House* (Shaw's tribute to Chekhov, the only playwright he admired unreservedly), and that final tribute to human greatness, *Saint Joan*.

For more than half a century now Shakespeare has been well served by the English-speaking stage, due largely to Shaw's efforts as a critic to get his plays presented as he wrote them, and not rewritten and hacked to bits and pieces. Now perhaps our repertory companies and festivals on both sides of the Atlantic can let the Bard rest a bit and devote their energies to his nearest rival—to a playwright who, in Crompton's words, was "willing to hope and think and challenge" his audience to the end.

"One can only rejoice that a translator and a publisher have at long last joined forces to make Gogol's literary stepchild, *Selected Passages from Correspondence with Friends*, available to those who do not happen to know Russian."
—**Ernest J. Simmons** in the **Saturday Review**

SELECTED PASSAGES FROM CORRESPONDENCE WITH FRIENDS
BY NIKOLAI GOGOL

Here is the first English translation of the only important nonfiction prose work by the Russian novelist and dramatist (*Dead Souls, The Inspector General*). In these 32 controversial and self-revealing essays, Gogol defines his views on religion, morality, and aesthetics and reflects upon every phase of early 19th-century Russian life, culture, and politics. Translated by **Jesse Zeldin. $5.95**

VANDERBILT UNIVERSITY PRESS
Nashville • Tennessee • 37203

HANDY FILE
FOR YOUR COPIES OF
Saturday Review

- Keep SATURDAY REVIEW issues neat, clean, in order
- With washable leatherette cover and 16-carat gold leaf lettering designed especially for SR
- Holds 26 copies
  $3.50 each, postpaid
  (3 for $10.00)
  (6 for $19.00)

Money back if not completely satisfied

ORDER DIRECT FROM:
JESSE JONES BOX CORP.
DEPT. SR • BOX 5120
PHILADELPHIA, PENNA. 19141
Allow 4 weeks for delivery.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

As Others See Us

TOKYO:
Mr. Aichi's Mission

FOREIGN MINISTER Aichi's series of talks with top American officials—starting with President Nixon—on the reversion of Okinawa, marks the start of an earnest exchange of views and negotiations on the problem. The Government has seemingly decided having Okinawa back without nuclear weapons and with a reduction of the status of the American bases there to that of those on the mainland. This position receives our strong support. It will be the duty of the foreign minister to clearly define Japan's contention and seek the understanding of the U.S.

There seems to be a big gap in the thinking of the two countries on this problem, and, therefore, there is no room for optimism on the future of the negotiations. Japanese public opinion on Okinawa is based on the fervent desire for a "return to the fatherland" a naïve manifestation of national sentiment. On the other hand, the U.S. seems to place priority on strategic considerations. That is why, with the exception of certain quarters, interest there in the problem, in general, does not strike so hard as it does here. There lies the most important part of Mr. Aichi's mission. As foreign minister, it will be his job to explain our true intentions and way of thinking not only to top U.S. Government officials but also to the people in general and congressional circles, and thus seek proper recognition of the importance of the Okinawa problem in future Japan-U.S. relations.

—*The Mainichi Daily News.*

LONDON:
Difficult to Agree

AT THE GENEVA Disarmament Conference: the United States wants a ban on nuclear weapons placed on the seabed, and the Russians want to prohibit the use of all military weapons there. The difference is presumably because the Americans have plans, or expect to have plans, to use the seabed for a variety of non-nuclear military purposes, while the Russians, for the moment, have no such plans. The Russians wish to thwart the Americans who, quite likely, want to develop methods of keeping an electronic eye on Russian underwater activity. There is thus a familiar and intractable difference of opinion developing. It is easy enough for the superpowers to agree that outer space should be excluded from the nuclear arms race. . . . When they get down to discussing matters of real military importance, agreement becomes much more difficult. It should be possible for the two sides to agree that nuclear weapons are as undesirable on the continental shelf as they are in space, and to agree to the terms of a limited treaty prohibiting them.

—*The Times.*

BARCELONA:
Edward Kennedy in the Breech

THE NAME "Kennedy" seems predestined to remain on the American political scene for the next decade. Edward Kennedy . . . will be entering the breech opened by the Democratic defeat last November. . . . In a speech concerning the proposed military budget, which is raising a great storm in Congress against the present Administration, Kennedy has said the ABM system creates "false security," and that "the arguments used to defend it have not been logical, but inspired by fear."

Kennedy's charge against the Administration suggests that one of Nixon's primary tasks should be to re-establish firm control over military expenditures.

One deduces that if Nixon wishes to regain control of the Pentagon . . . he will have no recourse but to end up controlling the budget himself through the Bureau of the Budget and checking out all monies designated for the military. This will mean a tough battle . . . with what has come to be called "the military-industrial complex," a type of mafia without visible chieftains.

Kennedy further said, "Now is the time to examine the appropriations for the Pentagon as carefully as we examine the expenditures for social purposes." There are many who agree with him.

—*Mundo.*

PARIS:
Are Americans Adults?

ALAIN BOSQUET is among those who best know America, its possibilities and its limitations. In principle, it is the lives of two average Americans that are presented [in his book, *Are Americans Adults?*]. But what the reader actually discovers is an X-ray of America in the 1960s and, beyond that, an image of the whole country, both as it was and as it is.

Bosquet goes straight to the point: Americans do not know how to imagine. They are caught up in everyday affairs. Most of their children are already aware of their social role and of the necessity to conform to a standard. Typical is the answer of a little girl who was asked if she would like to be able to fly: "Yes, if everybody had wings and could fly. If I were alone, I'd be too conspicuous."

How can anyone become adult under these conditions? That is the question Bosquet asks. The traditional phases of growing up are banished: revolt against authority, sentimental education. The sexual revolution of the 1960s has freed America from her traditional puritanism with its accompanying guilt. But it has also turned love into a physical performance, a hygienic act, from which mystery is excluded.

Bosquet agrees with the conclusions of American sociologists. His hero reminds one of Riesman's *White Collar* and of White's *Organization Man.* But his poetic approach enables him to see further. He does not put America on trial. With love he notes her constancies; with humor he shows her contradictions. He does not pretend to have a definitive answer to the question he asks in his title. But the reader will learn more about the U.S. from his 200-odd pages than from dozens of sociological treatises.

—PIERRE DOMMERGUES,
Le Monde.

DUESSELDORF:
Superpowers in the Same Boat

ARAB CIRCLES are convinced that Moscow is in a more favorable position, as they say the American government is not in a position to cope with two complex crises at the same time. In support of this contention they point out that since the outbreak of hostilities in the Middle East, the American bomb attacks on Hanoi have been suspended.

American circles in the Middle East, however, are confident that the U.S.A. will be able to ride out both crises.

What must not be overlooked is the fact that the Soviet Union has gained a position of considerable power in the Middle East over the course of the last few years. This makes it impossible for Moscow to leave important problems affecting the area in abeyance.

The U.S. is in more or less the same

LITERARY I. Q. ANSWERS

1. *Swans,* R. 2. *Hawks,* I. 3. *Owl,* P. 4. *Cockatoo,* O. 5. *Eagle,* K. 6. *Raven,* N. 7. *Phalarope,* M. 8. *Blue Bird,* L, or *Mocking Bird,* J. 9. *Duckling,* A. 10. *Cuckoo,* Q. 11. *Lark,* C. 12. *Waterfowl,* B. 13. *Oriole,* D. 14. *Dove,* H. 15. *Phoenix,* G. 16. *Nightingales,* E. 17. *Penguin,* F. 18: see alternatives at 8. (These answers are not exclusive.)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

position in Southeast Asia as a result of its intervention in Vietnam. But in both areas the two superpowers possess allies whose objectives are very different from their own and whose actions do not allow them to be kept fully under control.

In both areas, two superpowers are in constant danger of being drawn into a direct armed conflict that neither of them desires. —*Industriekurier.*

PEKING: Soviet-U.S. Collusion

THE COUNTER-REVOLUTIONARY collusion between the Soviet revisionists and Japanese reaction is in fact an extension of Soviet-U.S. collusion. It is known to all that to push its policies of aggression and war in Asia, U.S. imperialism has been actively reviving the Japanese military forces in an attempt to make Japan serve as a hatchet man in wars of aggression in Asia, and as a base in the ring of encirclement against China. Proceeding from its counter-revolutionary needs, the Soviet revisionist renegade clique has also vigorously fostered and collided with Japanese militarism. Singing the same tune as U.S. imperialists, the Soviet revisionists praised Japanese militarism as a "stabilizing force in Asia." Both U.S. imperialism and Soviet revisionism want to enlist the service of Japanese militarism with the criminal objectives of opposing Socialist China and of jointly suppressing the revolutionary movements in the Asian countries. —*Hsinhua.*

WARSAW: U.S. Interest and the Middle East

IN DEALING WITH the Arab politicians and leaders, the United States wants to make an impression that it is able to assess the situation and developments in an objective way. On the other hand, political observers make a point that the American diplomatic maneuvers express contradicting aspirations. The United States fears retaining its influence in the Middle East and its access to the Arab oil. But it continuously behaves (also at Four-Power meetings) as Israel's ally and protector. The United States would like to avoid a dangerous armed confrontation of the Four Powers in the Middle East. But it does not intend to give up Israel as its strategic beachhead. This allows Israel to restrain the freedom of action of the American diplomacy, and so causes a vicious cycle. There is no way to break it by means of loose and declarative criticism of certain aggressive acts committed by Israel, which the United States employed at the United Nations to appease the Arab states. —*PAP.*

Letters to the World's Editors

The Voice of the People in the Foreign Press

American Homosexuals

THE INQUIRY into a draftee's sexual preference has wide implications. Records of draft board interviews are available to the public at large without special authority and are frequently inspected by prospective employers. This has obvious results in a country where homosexuals are ineligible for all federal government jobs, and for employment in local government, teaching, etc., in some states, and where many private employers are prejudiced against them. In addition, in certain states homosexuals are required to register as psychopaths; this automatically means loss of civil rights, and may involve compulsory medical treatment. The effects are compounded by police persecution of homosexuals, which is rife. All this applies to persons of either sex who admit to having homosexual tendencies even if they have never indulged in a homosexual act.

—*Margaret L. Green, New Statesman, London.*

Hippies in Beirut

THE HIPPIE CRAZE, or rather epidemic, has hit Beirut with unparalleled fury, particularly the Hamra and Raouche areas. This importation from abroad has caused the modern aspect of Ras Beirut to deteriorate into long lines of bearded youth and easygoing girls, strolling along the sidewalk, flocking into cafés and bars, and turning all efforts toward modernization into grotesque incongruous antics that must be baffling to modern-minded people of good taste who still believe in a sane, liberal, but solid society.

In a huge, populous area like the United States, the hippie community would not be so conspicuous. In a small sector like Ras Beirut, however, they cannot but have a disturbing influence on the life of the inhabitants.

—*Mona Khoury, The Daily Star.*

Bureaucracy in Budapest

A READER of *Ludas Matyi* [a satirical weekly in Budapest] sent a complaining letter to the transit authority of Budapest, demanding a public clock in the Városmajor streetcar terminal.

Now the transit authority answers [through *Ludas Matyi*] that its laborers do not need a clock to do their job. "Such a clock," said the authority, "would clearly serve the interest only of the traveling public and therefore the matter falls under the jurisdiction of the local municipal commission."

We fail to understand why what is in the interest of the public is not in the interest of the transit authority, since its responsibility is "to serve the public." If this bureaucratic logic is carried a little further, we shall see the seats removed from the streetcars by the authority, since they are not in the interest of their workers, but *only* in the interest of the traveling public.

—*R., Ludas Matyi, Budapest.*

Public Telephones

I, LIKE THOUSANDS of others, do not have a telephone, therefore I have to resort to the public phone. That's where the tragedy begins. Let's not mention the sign hanging from just about every phone booth in town reading OUT OF ORDER. I scout about and find one that works, and then comes the next inconvenience: no five-peso piece. You then ask, please, can someone make change for you. The proprietor of the store in which the phone is located is always out of five-peso coins. In some places, they even have signs made up to tell you they have no change. And so it goes.

You'd think at least the phones would be made to take tokens—of the type that are used in the subway—and that the proprietor of the store would have these tokens to sell.

—*Sra. Lia J. de Louge, La Nación, Buenos Aires.*

Reform Not Whitewash

I AM A simple university student . . . and as such in this letter I represent no one but myself. However, I do feel that I could call myself the ideological representative of the Spanish university mentality.

They have already begun to talk of the university hoodlums motivated and agitated by individuals who they themselves don't know. But we are well aware of the motives and financing of these instigators.

As a student who works seven hours a day and attends classes at night, I laugh at the above encomium and, if you want another truth, so does the rest of the student body.

Do you want to know what we want? It's very simple: We want reform and transformation, not a simple whitewash or varnish of the same thing.

We are also accused of extra-university activities. To this we reply: Would you rather we were so egotistical as to pay attention only to ourselves and not recognize that we are members of a society, of a country, of a continent, and, finally, of humanity?

—*(signed) 45.258.077, Malaga, S. P. Madrid.*

—COMPILED BY NICHOLAS G. BALINT.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EDUCATION IN AMERICA

Editor-at-Large: PAUL WOODRING

Education Editor: James Cass
Associate Education Editor: Wallace Roberts
Assistant Education Editor: Bonnie Barrett Stretch

67 Editorial

68 Can the University Survive the Black Challenge? by James Cass

72 The Benefit of Anger by Elliott Duane Moorman

74 How Do We Learn? by John I. Goodlad

76 Educational Technology: Kaleidoscope for Learning by John Henry Martin

78 Schools Make News

80 New Books

81 Letters to the Education Editor

This monthly supplement is sponsored by the Charles F. Kettering Foundation. The editors of SR retain responsibility for its contents.

Correspondence for the Education Supplement should be addressed to: Education Editor, Saturday Review, 380 Madison Avenue, New York, N.Y. 10017

The Coming of the Common College

There is a certain sense of *déjà vu* about the question of open admissions to the university. In early nineteenth-century America, schooling was considered a valid exercise only for the children of the rich, but with the coming of industrialization, society gradually and often unconsciously established basic minimum requirements of learning for social and economic advancement. Thus, the common school was conceived and later expanded to include secondary as well as elementary education. Now, with the dawning of the post-industrial or technoelectronic age, we are demanding, in effect, that everyone have a college degree. The idea of the American common school is again being extended to include institutions of higher learning. What is being asked is the creation of the Common College.

The idea of the Common College is not new, of course; theoretically it has been possible for a number of years for any graduate of a California high school to take part in some form of public higher education in that state. And New York, among other states, is committed to the concept, although still several years away from completion of the necessary facilities. The creation of a large number of junior colleges in the past ten years and the continued expansion of already large universities are both related to the belief that there should be as much schooling as possible for all who want it.

What is different about the current discussion of college for everyone is, of course, that it is being provoked by some militant spokesmen for ethnic minorities, not by chamber of commerce study groups or manpower commissions for the Department of Labor. As James Cass notes (see page 68), most black and other ethnic groups seek not to destroy the system, as some of their radical white brothers do, but to make the system work for them and to break down the implicit barriers that have prevented members of their groups from taking a full part in the "American Way." Elliott Moorman (page 72) adds a different note by presenting a strong case for "education for anger" and reminds us that if the tactics used by blacks on college campuses are unlike those used by the industrial lobbies, they are nevertheless fully within the American tradition of politics by pressure.

The issue does not seem to be simply one of traditional standards or of the role of the university in relation to society. Judgments about individual capabilities and talents are necessary and will always be made, and the university is, despite the desires of many, not an isolated community of scholars, but an integral part of society and therefore its servant to some degree. Rather the issue is how the university can serve a wider variety of talents and abilities in equally valid ways.

The basic challenge presented by the coming of the Common College is that it is really a continuation of an idea which at best appears to have outlived its usefulness and which may, in fact, never have been valid.

This nation was founded on the belief that only personal initiative was required to "make it," and, with time, that has been transformed into the equally valuable social myth that the system could be made to work for everybody. The idea of the common school was an ingenious device to achieve that end, but now, with hindsight, we can see that it hasn't worked as well as we had hoped, that not everyone has been able to use the schools for social and economic advancement, that there has been a minimum of social and economic class integration, and that the schools have been no more successful than the church has been at making people morally responsible.

(*Continued on page* 82)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CAN THE UNIVERSITY SURVIVE THE BLACK CHALLENGE?

by JAMES CASS

The university, beset on the one side by those who would reform it, and on the other by those who would protect it, may well fall victim to its friends even if the campus revolutionaries fail to destroy it. The reformers would save the university by stimulating needed changes both in administration and curriculum, but their rhetoric is often so strident and their actions so violent that it is difficult to distinguish them from the revolutionaries who believe that society's institutions must be destroyed before they can be reshaped to serve humanity's ends. Small wonder then that the politicians, reflecting a confused and increasingly fearful public, are beginning to take action that violates the traditional autonomy of the university. And when this spring the nation was treated to pictures of black students filing out of Cornell's Willard Straight Hall, carrying guns and wearing bandoleers, it was clear that a new dimension had been added to campus ferment.

From Berkeley in 1964, to Columbia in 1968, and Harvard in 1969, campus activism has been predominantly white—even when black militants and their cause were included. But in the past year or two black activists have disassociated themselves progressively from white tactics and goals. The more recent challenge to the university—at San Francisco State, Swarthmore, Brandeis, City College of New York, Cornell, and elsewhere—has been primarily black. And in a number of ways this black challenge poses a more fundamental threat to the university than its white counterpart, not only because of the potential violence inherent in racial confrontation, but because the black demands strike more basically at the traditional concept and function of the university.

This new challenge takes on special significance in the light of the recent announcement that the Ivy League and Seven Sister colleges, as well as other leading institutions, have accepted and enrolled a record number of black students for the next year (see box, page 83). Several are more than doubling the total number on campus in a single year. The question immediately arises as to whether the larger number of black students presages a growing number of campus disruptions next year (it is difficult to tell at what point the critical mass will be reached on a particular campus), and whether the nation's leading institutions are making special provisions to deal with the issues raised by the militants.

Most of the colleges provide some kind of academic orientation program for black students and make tutoring available when necessary. Some offer more highly structured remedial programs, lighter academic programs during the first year or two, or pre-freshman summer programs. Almost every institution, too, is planning some kind of black or Afro-American studies program for next fall. These range from scattered courses in black history and literature offered in existing departments, to full-fledged majors in black studies—either interdepartmental or in a separate department. With a rare exception or two, all are moving in response to black demands, but the sense of urgency and the degree of sophistication with which the task is approached vary widely. (As the admissions dean at one of the Seven Sisters confided: "We're all reading like mad trying to understand what is happening.")

But it is unlikely that such modest innovations will prove more than palliatives. The sources of black student discontent are too pervasive and run far too deep.

Most black students, of course, do not want to pull down the academic house. Like the majority of their white brothers, they want to make it within the established structure of society. The university, for them, is the open door to success in the white world of affairs. But a substantial minority (one highly placed Cornell official estimates the number at one-third of that university's 250 black students) reject the "white" education offered them, and demand radical change in the curriculum. And a far larger number are profoundly dissatisfied with the education they are receiving and the environment in which it is provided.

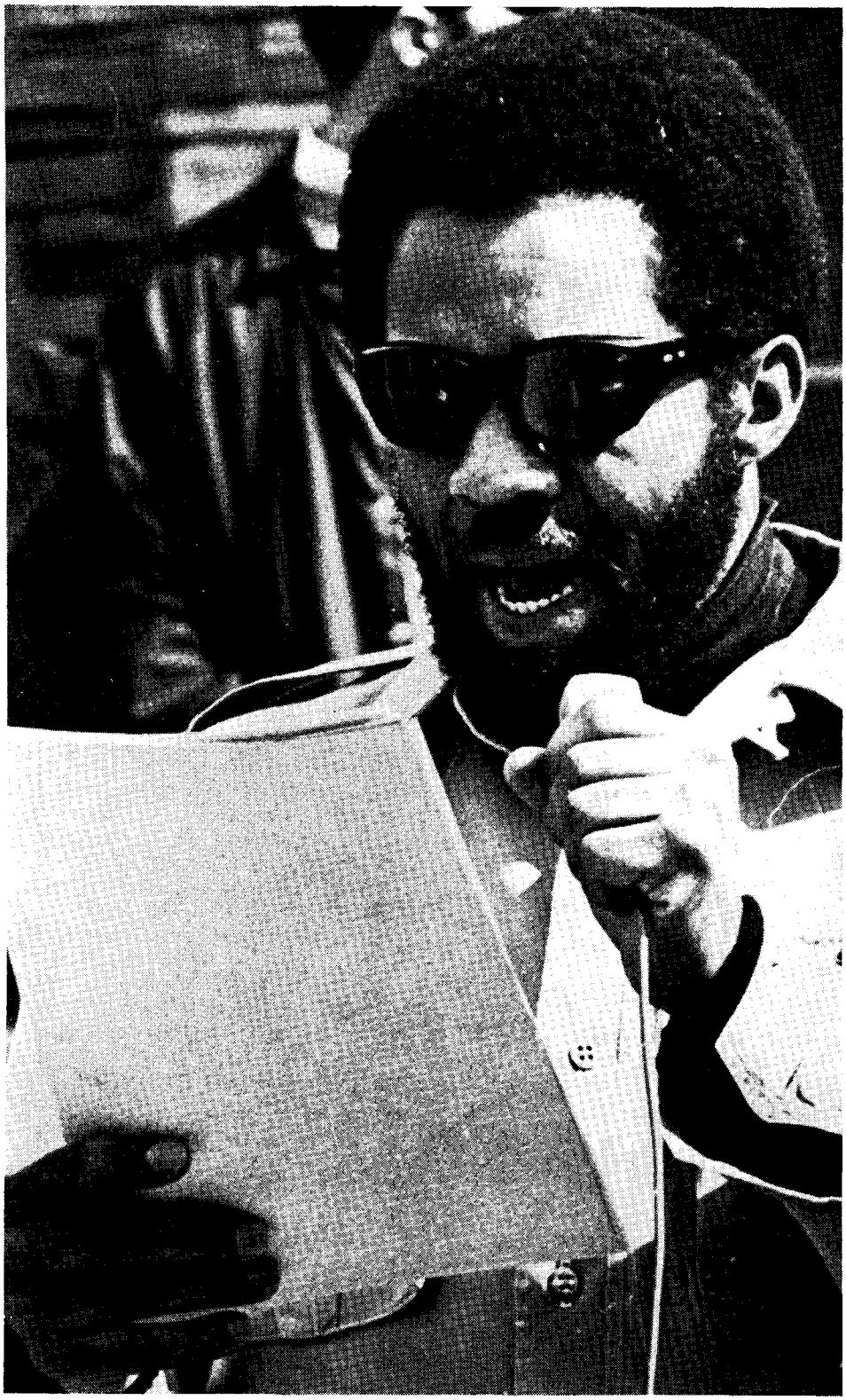
It is comforting for many whites to assume that the black militants are those disadvantaged students whose inadequate preparation or capacity for the intellectually strenuous competition of the university has led them to the brink of failure. Faced with academic disaster, they find it easier to rebel than to compete.

There is apparent justification for such an assumption. As the colleges have recruited black students more actively in recent years, they have found only a limited pool of students who can compete for admission on equal terms with whites. SAT scores for entering black students, for instance, average 100 to 150 points below the whites. The schools from which many are drawn are inferior, and when they attend predominantly white schools their records are often unimpressive. Admissions directors have had to seek "other criteria" for selecting capable blacks. An increasing number of those who are admitted are, in standard admissions terms, marginal at best, and some are termed "high risk" students.

Given such a picture, it is easy to assume that it is the marginal and high risk students who are rebelling. Certainly the rebels do include some students—probably many—who are threatened by failure. But reports from numerous campuses belie the easy generalization. Although hard data are difficult to come by, a number of colleges report that the attrition rate for blacks is lower than for the student body as a whole, and at others only slightly higher. It is also clear that substantial numbers of the militant leaders are not deprived children of the ghetto, but sons and daughters of middle-class professional men. They typically are succeeding in the classroom and sometimes are among the brightest and most academically capable students on campus. The reasons for their discontent must be sought elsewhere.

When, four or five years ago, during the height of the civil rights-inte-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



—Dave Buresh, Denver Post.

The blacks challenge the academy as the sole gateway to success in a white, middle-class social system that praises pluralism but demands conformity.

gration movement, a few bellwether institutions such as Cornell and Wesleyan began to recruit black students actively, the assumption was that capable blacks merely needed to be encouraged to apply. Once enrolled, close acquaintance with white students and extended exposure to white culture would lead automatically to assimilation. The melting pot would function, in the new context, as it had in the folklore of the past. A minimum of academic orientation might be required for some of the black students, it was thought, but no other preparation was needed—for blacks or whites.

The realities proved more complex, despite some successes. Proximity accentuates differences as often as it fosters assimilation. Not infrequently, as it turned out, it was distance that made the liberal heart grow fonder. Most students, both white and black were unprepared by training or experience to reach across the lines of cultural difference and accept each other easily and naturally. Social intercourse was often awkward and uncomfortable; misunderstandings came easily. Whites were only dimly aware of the degree to which our culture is pervaded by assumptions of white superiority—and the implicit acceptance of black inferiority—while blacks were all too aware of the fact.

At the same time, for the more perceptive, familiarity brought a clearer sense of what it means to be white and what it means to be black in a white society. All men may be brothers under the skin, but each brings his own cultural heritage to the process of mutual accommodation—and it is the black who is expected to do most of the accommodating. After all, it is he, the minority, who is being invited to enjoy the benefits of membership in the established society of the majority.

Doubtless many black students accepted admission to the promised land of the university with unrealistically high expectations. It embodied in a special way the American Dream of opportunity. A community devoted to learning and the life of the mind held new promise. But even here, black students soon found they were not free from the experience of prejudice—though it sometimes took a subtler form than elsewhere. (Repeated requests for identification by campus police, the sudden embarrassment of a professor when questions of race arose in class, even the graffiti on the rest room wall carried the message.) It wasn't long before the black students discovered that no matter how completely they made it in the classroom, they were still not accepted fully by large sectors of white society. They could never look forward to the day when they too would be "free, white, and twenty-one"—with all that the phrase implies.

Until very recently the black student's options were limited: he could reject the university and the opportunity it offered; he could deny his blackness and become as white in thought and action as his talents allowed; or he could follow the more difficult course of accepting the white man's offer of skills and knowledge, while fighting to retain his own sense of black identity.

Two major factors made for dra-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

matic change during the mid-1960s. First was the disenchantment of many of the younger leaders of the black community with the progress and promise of integration, and their increasing rejection of white society. Second was the gradual increase in numbers of black students on white campuses, to the point where a sense of group solidarity could develop. The message of the militant younger leaders had great appeal for these black students, despite repeated warnings against some of its excesses by many of the respected black leaders of the older generation. The heart of the message was that blacks have a valid culture of their own, separate from and, in some respects, superior to white culture; that to achieve their fullest human development blacks must become proud of their blackness ("black is beautiful"), and stop trying to become white men with black skins. The more extreme leaders added the corollary that to protect themselves and their culture, blacks must separate from the white society which will never understand or accept them until made to do so by force.

These two factors, group solidarity that comes from the increasing number of black students on campus, and the growing consciousness of race pride, reinforced each other to produce the distinctively black challenge to the university. As a result, a growing number of issues have been raised by blacks. They vary somewhat from one campus to another—each has its own local concerns—but there are certain basic demands that black students have made on the university in general.

First is the insistence that larger numbers of black students be accepted, with the necessary scholarship funds provided. Second is the demand for a black studies department—with insistence upon varying degrees of autonomy and black control. Third is the demand for separate eating and living facilities, and the establishment of cultural centers for black students. Fourth, and in many ways most difficult, is reform of the curriculum to make it more relevant to the black experience.

How threatening these demands are to the university depends on how extreme their definition is on a given campus. Most of the better colleges in the country are already searching actively for qualified blacks. In many cases, black students on campus are working closely with the administration in seeking out potential applicants. But sometimes this is not enough.

Despite an active and apparently successful program for recruiting minority group students at the City College of New York, black and Puerto Rican students disrupted campus life for more than a month this past spring in support of their demands for enrollment of a larger number of deprived students. The college's SEEK (Search for Education, Elevation, and Knowledge) program had raised the percentage of black and Puerto Rican entrants from 15 to 24 per cent of the freshman class, but student activists insisted that a far larger number of students should be admitted from high schools in deprived neighborhoods, "without regard to grades."

City College has long been the brightest academic light in New York City's famed system of higher education. Admission has always been highly competitive, and the school has produced many of the city's business, political, and professional leaders. Therefore, when a faculty negotiating committee agreed to a plan for doubling the size of the freshman class by 1970, with half of the students selected on the traditional competitive basis, and the other half chosen for their academic potential rather than performance, the news sent shock waves throughout the city. Unfortunately, neither the agreement reached by respected members of the senior faculty, nor the thinking that led to it, was released to the press. As a result, it was reported, in sketchy fashion, in the midst of a heated primary mayoralty campaign and did not receive thoughtful consideration before political positions hardened.

Located within the borders of the black Harlem community, City College is subject to special pressures from the community as well as from its students. Nevertheless, the more optimistic observers claimed that if the negotiated agreement were approved, "elaborate" remedial and tutorial programs for the minority group students would avoid serious deterioration of the college's academic program. And they believed that the open enrollment policy would, over a period of time, raise the aspirations and motivations of students in high schools that traditionally have sent few of their graduates on to college. Less sanguine—and probably more realistic — observers, given the budget squeeze that the city colleges already face, foresaw only the destruction of a great institution. It would, they believed become an all-black college, while the city's white students were absorbed by the other colleges of the city system — Hunter, Brooklyn, and Queens.

As *SR* goes to press, the Faculty Senate has rejected the negotiated agreement, and has substituted a proposal for the admission of 400 students on a noncompetitive basis in each of the next two years. It is not clear what action the Board of Higher Education

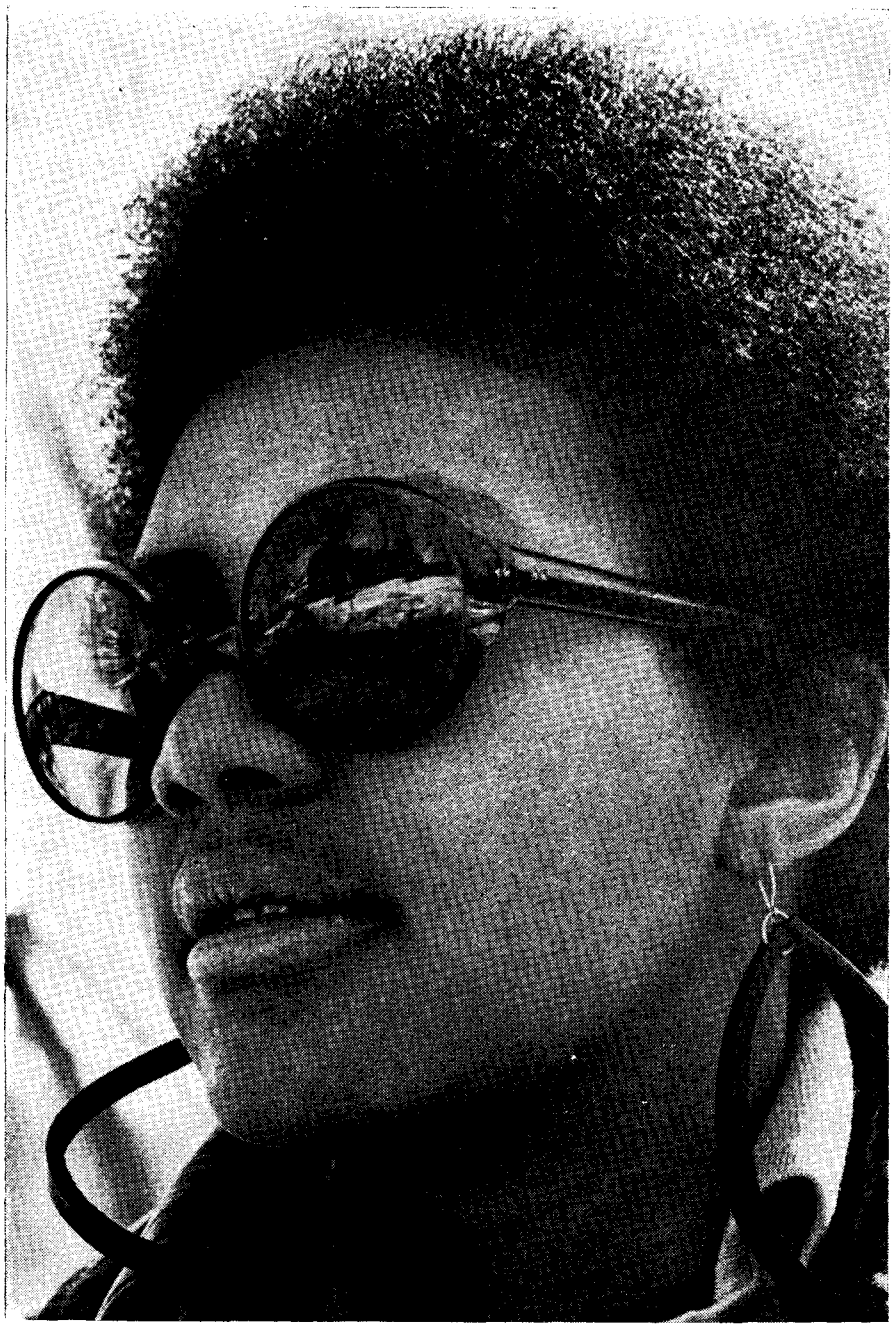
VOICES OF THE ELDER STATESMEN

Roy Wilkins—"We have suffered too many heartaches and shed too much blood in fighting the evil of racial segregation to return in 1969 to the lonely and dispiriting confines of its demeaning prison."

Kenneth Clark—"To encourage or endorse a separate black program not academically equivalent to the college curriculum generally . . . is to reinforce the Negro's inability to compete with the whites for the real power of the real world."

Bayard Rustin—"What in hell are soul courses worth in the real world? No one gives a damn if you've taken soul courses. They want to know if you can do math and write a sentence."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



—*Mount Holyoke College.*

They want to graduate not only with intellectual skills, but also with a deeper knowledge of their own people and a commitment to their community.

will take, but the problem will remain. There seems little doubt that the college, situated as it is, a captive of black Harlem, must reach out more actively than it has in the past to serve the surrounding community. Whether it and other urban institutions such as Columbia and Chicago can meet the demands being made upon them and still remain first-class institutions of higher learning, is far from clear.

Demands for a black studies program are among the easiest for most institutions to accept in theory, but often present complex problems in practice. The history, literature, and music of black people, both in America and in Africa, are generally accepted as valid subjects for scholarly inquiry and study. The economics of poverty, racism, slavery, and the sociology of ghetto life are equally acceptable to most faculties. Some critics, to be sure, question whether the research base that now exists is sufficiently broad to justify extended study, or even whether the area offers enough substance to merit consideration as a separate discipline. But Yale is planning a major in Afro-American studies to be offered next fall, and other leading colleges are moving rapidly toward establishment of interdepartmental "concentrations" that are expected to develop into majors in the near future.

On some campuses, however, students are demanding action-oriented programs that will take them into the inner city to study ghetto life at firsthand, and, in some cases, to provide information and organizational help for the residents. Some academicians believe that such activities should be extracurricular and that the study program should confine itself to scholarship. ("Why should we give them credit for organizing the ghetto?") But the students conceive of such practical training as an integral part of the black experience that the university should provide. ("There's already been so much talk and writing—if there's no action, it's just a lot more academic bull!) They are aware of how easy it is, on the white campus, to become divorced from the realities of black existence. They want to benefit from the knowledge and skills that the university offers, but they are determined not to lose the commitment to their own people. ("We want to remember that black people are starving in Newark.") It is too early to say how many black studies programs will include an action component such as that planned for San Francisco State before disruption of the campus complicated the picture, but the demand is likely to endure.

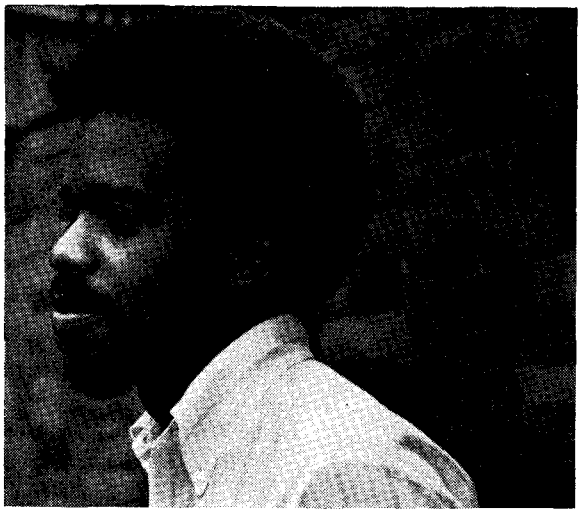
The drive for separatism in study as well as eating and living facilities is more complicated. At some institutions students have demanded an exclusively black program (enrolling only black students and taught solely by black faculty) and separate living facilities that reflect their own culture. W. H. Ferry of the Center for the Study of Democratic Institutions has even suggested that the University of California create an all-black college because, "the tradition and practice of higher education is incorrigibly white and inevitably directed at white goals, and . . . such an educational apparatus, however benign its intentions, cannot possibly achieve an outlook or program that will meet permanently ignited black ambitions." Large numbers of black students, including many moderates, agree.

Although a few institutions have acceeded to black demands for separate dormitories and eating facilities, few have seriously considered freeing black studies programs from traditional faculty control, and most are reluctant to exclude white students who want to enroll. A number of the most eminent black leaders of the older generation have denounced the separatist movement as "Jim Crow in reverse," and contend that the psychological damage caused by segregation is no less great when it is voluntary rather than im-

(*Continued on page* 83)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE BENEFIT OF ANGER



—*Arthur Bunce.*

Elliott Moorman—"... anger that realizes the void between the way things should be, indeed must be, and the way things are."

by ELLIOTT DUANE MOORMAN

An excellent case study in the workings of the collective American psyche might be found in the reaction of the American people in general, and of the academic community in particular, to the wave of college campus disorders precipitated, in many instances, by black student actions and demands. Most people have attempted to understand the disruptions in a safe, psychologically non-disturbing, "interpretable" way. In lieu of focusing attention on some of the fundamental features of the university and societal structure that have provided, in students' eyes, ample provocation for such disruption, observers and academicians have labeled youthful impetuosity and immaturity, "weak" administrators who do not squelch disruption with an iron fist, and a few left-wing rabble-rousers as the genuine culprits of the campus revolution. The most creative response that legislators were capable of providing was a negative one—no more guns on campus.

But unrest among black students on campuses across the country should be viewed as the legitimate and logical product of the functioning of the American higher educational system in its truest and most honored tradition. The role of the black student in the spectrum of higher education, indeed, in the larger context of society as well, lies in the creation and maintenance of an atmosphere of black anger and dissatisfaction.

If a higher education does nothing else, if it fails in all other respects, it should awaken the educated person to the realities of his environment. It should guide the student in the acquisition of the necessary cognitive and evaluative tools to make a clear determination about the world in which he lives, and to develop a system of values for coping with that world. Colleges and universities should provide a set of severely challenging and maturing experiences that will equip the student to function effectively in society. These institutions must then, of necessity, not be "safe" institutions. They should, in short, develop a man that is at once questioning and creative, critical and constructive.

It would follow, then, that any effective education of young black people must necessarily alert and sensitize them to some of the political and social realities of their environment. It must equip them with those tools to make clear determinations about the American societal structure, and develop a place in it for them vis-à-vis their white fellow students. If such education guides the student in the construction of a legitimate set of values, one in keeping with the Western theoretical ethic of freedom, equality, and opportunity, then the black student of necessity will be disappointed and dissatisfied when he applies his value criteria to the university and society at large. The institutions that serve young black America, if they succeed in their educational tasks, cannot be "safe" institutions; for sensitizing young black people to the deficiencies of their environment means making them dissatisfied, making them frustrated, indeed, making them angry. Competent college educators can do nothing less.

But the education of black Americans takes on yet another important dimension. Of the myriad of ethnic groups to enter the American ethnic "melting pot," none has historically suffered more of a near desertion by its best, most qualified leaders than the black community. For scores of years being a relatively successful black man in America necessitated a de-emphasis of all that you were and an often ludicrous yet desperate attempt to be, or at least appear, white. One worked hard at assuming white lingual and grooming patterns, studied the white value system, and kept silent on race issues. One either rejected or enjoyed clandestinely Negroid cultural preferences, which very often when they surfaced caused shame and embarrassment. The irony assumes tragic proportions when one considers the virtual devastation in young black children of any readily distinguishable and identifiable cultural heritage, a legacy jealously and legitimately guarded by the Italian-, Jewish-, and Irish-Americans.

Black America's young, with its leadership reservoir depleted and its culture and heritage devastated, have educational needs one dimension beyond those of the average American student. College must create a black leadership group that readily and permanently identifies with, and is culturally proud of, other black Americans in order to counteract the negative influences produced by centuries of Uncle Tom survival tactics that still plague the race. Hence the need for Afro-American studies, black student groups, and the black experience in general—at both black and white universities.

There is, then, a dual imperative for a college educating black people: the normal educational function of creating questioning, restless, dissatisfied students, and the added dimension of

Elliott Duane Moorman is president of the Class of 1971 at Princeton University and an active member of Princeton's Association of Black Collegians.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

providing for heritage identification and enculturation. It cannot continue to churn out year after year acquiescent, quiet, satisfied members of the black bourgeosie, as many American colleges now do.

There is no question that this line of reasoning implies that the educational needs of black Americans are different from those of the white student community, but the needs of both can be served in a single institution. We must now, if we will really create a generation of intelligent, capable black leaders, stop anesthetizing ourselves with heartwarming talk about forgetting our differences and emphasizing our "common humanity." Where was our common humanity when the teachers of black people were slave traders, when the books were bullwhips, when the classrooms were cotton fields? We need to recognize the sociological, cultural, and historical differences that the collective American psyche has imposed on black and on white, and to serve the particular needs of each. And service of these particular needs does not necessarily imply creating a situation of confrontation and conflict. Creative, constructive dissent is endemic, indeed fundamental, to this country. And creative dissent can spring only from constructive anger.

It may be argued that bitterness will accomplish nothing, and gets the embittered nowhere. Campus disorder and disruption, if aimless and without goal, are worthless. What good is anger unless it's channeled? What good is frustration unless it transforms itself into action? I agree. Upon a close look at campus protest by blacks, it becomes clear that here is one of the most clearly goal-oriented movements in the country. Two important facts buttress this statement: first, black students have, in the vast majority of cases, labored not to disrupt university educational processes; the fiscal and administrative functions have been the targets for sit-in or takeover. Here at Princeton, black students protesting university financial involvement in companies operating in South Africa took possession of the financial and fiscal building; no classes were disrupted whatsoever. And second, almost all black students proceed from a set of concrete recommendations to make the school a better place for black students to work (which university officials' intransigence has forced students to label "demands"). Black students in general are not *simply* angry at the schools. They have proposed constructive alternatives, a statement that often cannot be made about the demonstrations of some other campus groups' protests.

(*Continued on page* 84)

. . . Because I Am Black

DURING MY FIRST week as a Barnard freshman I was infused with a spirit of adventure, of anticipation at being in New York—that legendary metropolis where all things are possible. I had chosen Barnard because I was so enraptured by the thought of New York City, and the idea of a small college within a large university appealed to me. I would, I thought, be able to do all those things I'd dreamed about, and read about, and heard about—all the things that other girls in America were doing. Those "other" girls, however, happened to be white.

My goal, from junior high on, had been to go to a big college in a big city, major in English, and, presto—become a rich and famous writer. I was unaware at that time how utterly unrealistic these goals were, how childish—not simply because I was expecting success to come so easily, but because I am black, and these things that I dreamed about were white dreams. I did not admit it to myself, but I was saying, in effect: "Well, I may not be good enough for them (white people) now, but when I'm rich and famous, they can't help but respect me." The things that I wanted when I came to Barnard were products of the white-oriented books, movies, and television that I had been brought up on and the urgings of my white teachers in junior and senior high school, and, in fact, everyone else around me.

My background — black middle-class comfortable — dictated that I should strive for this kind of success. My parents thought, and still think, that a degree would open up all the doors that I wanted to open —and I agreed with them. I had very little contact with whites, except as teachers, and I staunchly supported the idea that only through integration and communication between the races could we ever have harmony. Still, I worried about assimilation and acceptance here at Barnard. From the very first, I had felt uncomfortable and uneasy with the white girls I met. I felt that I had nothing to say to them, and vice versa, but I ignored the feeling, chalking it up to "the period of adjustment." This feeling persisted, though, and I began to feel overwhelmed and surrounded. The social life—freshman orientation programs, floor parties, mixers, luncheons, teas—was geared to the incoming white freshman, completely ignoring the different needs of the black students. We were treated as whites too. This may sound fine and dandy, but it is a kind of racism in itself. The administration, the student sponsors, everyone was so willing to "overlook" the fact that we were black and to ignore the different cultural and social background that is black people's. Barnard's lily-white faculty and courses of study emphasized even more the lack of concern or interest on the part of the "powers that be" about the needs or interests of blacks. There were courses in the lives of Ancient Greeks and Romans, in Russian history, in Oriental Studies, but the contributions and considerations of black people in history, in literature, in everything that had to do with the shaping of this country, were skillfully omitted.

It has been put forth as an excuse that the white administration and students know nothing about us and therefore cannot possibly understand what it is that we want, or why we are dissatisfied; in other words, their treatment of us results from ignorance and is not their fault. I contend, however, that it is their fault. They have taken neither the time nor the initiative heretofore to learn anything about black people because the "subject" either did not interest them or did not seem important. Black people, on the other hand, know just about everything there is to know about white people.

At this particular point in history, when suddenly everyone and his brother wants to know what the black person is thinking and why, we have been accused of shutting off the communication lines. "How are we to know what you want us to do, unless you talk to us?" is the cry that I and other black students have heard time and again from administration, faculty, and students here. The answer is, I think, that we no longer want to have things done "for" us, we want to do them ourselves. We are willing to have dialogue, but to protect ourselves, we must dictate the terms.

—DEBORAH L. PERRY

Deborah L. Perry has just completed her freshman year at Barnard College. This article first appeared in the *Barnard Alumnae* magazine, Spring 1969.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HOW DO WE LEARN?

by JOHN I. GOODLAD

As a result of an intensive search during the years 1957-67 for better ways to conduct the education enterprise, schools today in every major city and most of the outlying areas are trying non-grading, team teaching, flexible scheduling, programed or computerized instruction, and interesting new departures in school building design. And, of course, new instructional materials are carrying the so-called curriculum reform movement into most of the schools in the nation. Unfortunately, limited understanding and clumsy implementation often have blunted the thrust of recent educational reform.

Meanwhile, a modest, parallel effort has been the searching for principles —for an educational science—on which to base action, and from which to predict the effects of specific innovations. The corps of well-trained individuals committed to education research is desperately small. There has been a reluctance to break new ground in the quest for methods appropriate to the study of educational problems, and the financial resources have been seriously limited. Nonetheless, a field is being staked out that is bound to be attractive to scholars and, ultimately, to foundations and government funding agencies.

Questions about how people learn, how to organize knowledge, and so on, cut across such established disciplines as philosophy, history, biology, psychology, political science, economics, anthropology, and sociology. Whether or not there is a discipline of education is frequently and inconclusively argued. However, a wide range of activities and other phenomena best classified under the rubric "education" are being systematically studied from a variety of perspectives, with results that are affecting and that will increasingly affect educational practice. An embryonic science of education is beginning to emerge.

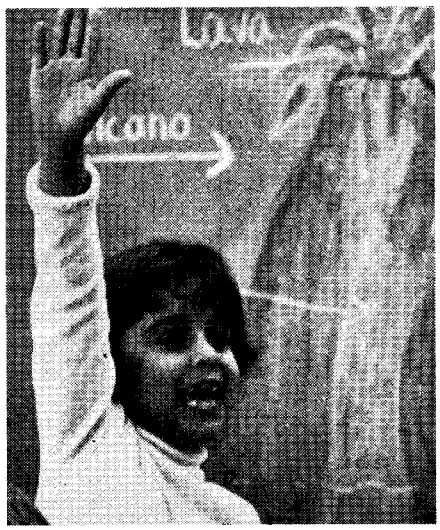
The study of education is nothing more than a study of man from still another perspective; therefore, work in the field falls into classic categories: the nature of knowledge and knowing, the individual and groups, learning and teaching, man and society, and so on. Clearly then, it is virtually impossible to differentiate sharply the study of education from the study of human behavior in general. Today's scientists, for example, view knowledge as what man perceives. Consequently, knowledge does not merely accumulate but is recast again and again within fresh theoretical structures. Facts become facts only within the perspective of the viewer. Robert Karplus, a physicist at the University of California, Berkeley, believes this kind of thinking to be so important that he wants it taught to children when they are very young, before their thinking is distorted by the view that knowledge is immutable. Using a mobile viewer in his Science Curriculum Improvement Study, he teaches young children to observe carefully from every possible perspective, to cast and then recast hypotheses on the basis of changing observations.

The word "intuition" had little scientific status until Jerome Bruner brought it to the fore in his *Process of Education*. He joined it with the concept of "structure," proposing that knowing involves a grasp of the structural elements of a discipline—principles, concepts, modes of thinking. Understanding this structure provides a base from which to take intuitive, speculative leaps along the road toward new insights. The student discovers for himself, and this "discovery method" has become central to many new curriculum projects.

Yet, very little of this curriculum-building has involved systematic testing of fundamental assumptions. Rather, it has been a process of engineering, of refining in practice, curricula based on principles believed to be sound. At times, scientists in the various disciplines have seemed overly certain with respect to these principles. Mathematicians and physicists often have been willing to take firm positions regarding how people learn and how knowledge should be organized, while remaining very cautious about their own fields and reminding us that knowledge is tentative, that the

---

John I. Goodlad is dean of the Graduate School of Education at UCLA and director of research and development for the Institute for Development of Educational Activities. This article is adapted from a longer essay, "Schooling and Education," that will appear in the 1969 edition of *The Great Ideas Today*, to be published in the fall by the Great Books division of Encyclopaedia Britannica, Inc.



"I've got it. I've got it." And she did. Sonia had just figured out one of the day's toughest questions. She knew what no one else in the room knew—that two equal-sized blocks of five centimeters, when . . .

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

scientific view is one of uncertainty.

Uncertainty about how humans learn is the guiding motivation among educational researchers inquiring into what Robert Glaser defines as the design of instruction. Such inquiry gets to the very heart of formal educational processes: analyzing what is involved in subject-matter competence, diagnosing the student's abilities, creating conditions for acquiring increased competence, and measuring achievement. This is demanding, significant, scientific work of a kind likely to contribute to a solid, professional base for teaching. It provides the bridge between basic laboratory studies in brain functioning and the practice of education in the field: planning curricula, programing instruction, preparing tests, organizing classrooms, and all the rest. Just a few years ago, psychologists cared little about contributing to the building of such a bridge, but to do so is becoming increasingly legitimate. Ernest Hilgard, a first-rate psychologist, closed a recent educational yearbook on theories of learning with the following observation: "We believe that scientific psychology of learning has the obligation to go all the way from theory to practice, using criticized data in every step."

Understanding the nature of learning and the designing of instruction are enormously complicated by the uniqueness of each individual — the differences in ability, response, and accomplishment among individuals. The study of human variability is not a new field of inquiry, but this line of scholarly activity has been strangely neglected in the educational realm. For example, there is no body of evidence on the educational dimensions of human variability that can match the data we have on variability as a biological phenomenon. But this condition probably will not prevail for long. The educational aspects and implications of individual differences are now central to much educational inquiry. There have been, this past year, literally dozens of conferences on individual differences, ranging from those concerned almost exclusively with progress in research to those concerned equally exclusively with educational practice; and, whereas the literature on individual differences as they pertain to education and schooling was thin a few years ago, a varied body of material is now available.

Out of the work on understanding individual differences have come insights that are compelling for schooling. Children of like age are markedly different in their readiness to take advantage of school. Each child must be diagnosed as an individual, and programs must be provided in the light of such diagnosis. But, too often, the die seems cast at the outset. Children from intellectually stimulating homes tend to fall readily into school patterns; school and home reinforce each other. The deprived child is disadvantaged at the outset. Schools and teachers are poorly equipped to rectify perceptual difficulties and severe emotional disturbances. The gap between the "haves" and the "have-nots" grows steadily greater as children progress through school.

In recognition of these individual differences, scientists inquiring into the design of instruction are seeking ways whereby pupils may proceed at their own rates. At the heart of this work are the principles of programing set forth for the teaching machines by Sidney L. Pressey three decades ago, and subsequently refined by B. F. Skinner. The material to be learned is analyzed for its difficulty and is then broken down into short, hierarchical steps usually referred to as "sets." Advancement to the next set depends on mastery of those leading to it. Careful programing of sets presumably assures that all students will be able to master the learning sequences, given sufficient time.

The advent of computers has led to the development of sophisticated instructional systems that combine sight, sound, and touch. But as interesting as these applications may be, the educational scientist is much more interested in the new possibilities for using the computer to do detailed research into subject-matter learning. The computer permits a complete analysis of the responses of all students, identification of persistent errors, and the systematic redesign of instruction. Many of the variables that have so confounded the study of human learning can now be controlled and their effects isolated. As in other fields, the computer is now facilitating studies never before possible, studies which ultimately will lead to a science of education.

An accelerating development in educational science is the direct study of what teachers and pupils actually do in classrooms, an area that was formerly considered to be "too messy" for respectable social science research. Marie Hughes, for instance, has quantified her personal observations of how teachers and students use their time. She concluded that, even in classes judged by supervisors to be good, a disproportionately large amount of time was spent in routine "controlling" activities, with substantially less than half the time going to productive learning.

From tapes of lessons, B. Othanel Smith developed a classification scheme for analyzing teaching techniques. He discovered, for example, that few teachers are able to determine

(*Continued on page* 85)

—Photos by Carol Ann Bales.

. . . put together, make ten. The problem for educators inquiring into the design of instruction is to discover the various factors that go into creating more of these moments of insight and inspiration.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KALEIDOSCOPE FOR LEARNING

by JOHN HENRY MARTIN

Education of the disadvantaged has in the short space of five years moved from the remediation or correction of social and physical pathology to a revision of the pedagogy itself. We agreed earlier that among the children of the poor the high incidence of tooth decay, eyesight problems, dietary deficiences, physical defects, psychological disorders, as well as poor family and neighborhood conditions demanded sharp increases of supplementary services. Each of these ills may be damaging to a child's capacity to learn; all require attention.

But we are now recognizing the unhappy truth that the remediation or correction of these pathologies is not enough to produce children who will then learn. It was comforting to those of us in education to believe that our educational failures were in effect environmentally produced; that our curricula and techniques worked well if a child was healthy and came from a stable home. If any mixtures of deficits afflicted a child, then the removal of the difficulties was all that was needed to produce a successful learner.

Head Start was conceived in these terms as a "total delivery system, broader than just education," to mobilize corrective medical, dental, social, and educational components so that normal and regular schooling would be successful. We soon found that the spurts of measurable growth achieved during the Head Start period were not sustained or were subsequently erased in kindergarten and first grade. A clue to the reason is revealed in an examination of the educational programs, for Head Start spawned a wide variety of classroom patterns ranging from baby-sitting and day-care centers to replicas of middle-class child-development nursery schools. Basically, whether poorly or well operated, they had in common a nonacademic orientation with major emphasis, for the most part, on social and physical maturation exercises that were rather vague in practice and equally vague in the language used to describe them. In other words, Head Start accomplished much in the remediation of children's deficiences in every area except that of education. But the primary objective of devising an educational program to meet the cognitive needs of disadvantaged children was not accomplished. Initially, the oversight in not designing an educational program specifically to meet the deficiences of the disadvantaged youngster, either was not recognized or was regarded as unnecessary and was therefore resisted.

James Coleman's study, *Equal Educational Opportunity*, presents strong evidence that significant educational growth for disadvantaged children occurs only where the social class mix in a school shows a clear numerical dominance of middle-class children over children with parents of low income. All measurable educational reforms were of little or no consequence when measured against economic class. Neither class size nor amount of expenditures, nor remediation services, nor physical facilities, nor experience of teachers made for significant differences in school achievement.

Hidden in Coleman's findings is the startling interpretation that our schools can teach only children who come from homes that provide certain prerequisites for learning. Looked at in this way, the school curriculum and the teaching procedures seem to work —when they work at all—when the children of the middle class, white or black, come to school with attitudes and behavioral dispositions in harmony with the schools' patterns. For example, from infancy, the middle-class child is raised in a home where parental approval is heavily weighted toward language development: "See the light." "Show Daddy." "Say, Dada." "Say, Mama." "Tell Grandpa." "Show Grandma how you can say airplane." Brightness in speech is the sure bestower of family awards. However damaging this frequently competitive exercise with siblings may become, it produces children well trained in seeking adult approval for verbal performance. Children spoken to, read to, and rewarded for language dexterity enter school classrooms well prepared for a curriculum and teaching style that maintains the same reward system and that presumes a language maturation able to cope with its materials and print media. But for large masses of our children, this family environment is not—or is only partially—present, and as yet our schools have not designed a new pedagogy to fit these circumstances.

Instead, we have tried to cut the same old furrows with slightly improved plows. But there is growing recognition that the billions we have spent in the past several years applying more of the time-honored solutions have resulted in little of consequence. We reduced class size, added remedial, psychological, and social services, and filled the cupboards of our schools with paraphernalia and gadgets patched on to a system that remained unchanged. In short, we spent much and received little.

At this point we can either retreat to a view that black and Indian children and youngsters of the rural poor and of Spanish-speaking parents are doomed genetically to being inferior learners for whom educational programs offer little hope, or we can analyze what technology can do to change the content and style of education to match the needs of these children.

I believe that technology can make the difference as long as it is not used as a gadget representing a fragment of the learning act. Technology should free the teacher not only from the drudgery of classroom drill but from the whole concept of pedagogy that calls for the manipulation of children. For much learning is a private thing, and it can be individualized through the proper use of technology. Instruments for learning as defined here produce in the learner a sense of competency. With the rapid feedback of results, the child can discover and correct his own mistakes. He is thus freed as an individual from the lock-step process within a group.

Although learning with technology is largely tutorial in style, in a very private sense the learner feels that he is doing it himself. We all can recall the sense of exuberance with which a child says, "I do it myself," and similarly all mothers know the muscular determination of the spoon-fed infant to grasp the spoon with strange vigor in the

John Henry Martin, a former school superintendent, is senior vice president of Responsive Environments Corporation.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

early months of life. The three-year-old's determination to put on his own clothing is a symptom of an internal drive that education has ignored. A child in a learning environment responsive to him can and does achieve the same self-learning.

Implicit in the above is a shift from efforts to motivate learning based upon peer and sibling rivalry and social competition exploited by the school to learning energized by self-growth and self-enhancement. The act of learning produces an inner sense of well-being. The power of this experience to generate additional learning is the central dynamic change technology can bring to the education of the disadvantaged.

But educational technology is merely a gadget, a fragmented tool, if it engages the child's senses only partially. It must embrace all his sensory capabilities and engage him in active participation. Consequently, technology, to be effective in the basics of education, must be multisensory in its capabilities.

Each of us attends to each experience with a unique mobilization of his senses. Some of us find it easier to see through our eyes while others see best by listening. Touch and grasp are of dominant importance to others, and labial learning is a common public display of our times.

At present we cannot predict differences in sensory styles from one child to the next. And if we could, there is reason to believe that we shouldn't. This much we know: whatever the dominance of one sense over the other, they are mutually supportive, and in learning all are used. We can and do learn through the eye alone. We can and do learn through our ears. But we learn better, and in some cases we can only learn, if the learning environment, the technology, permits each of us to probe it with a sensory mix unique to himself.

A second major requirement of technology is that it be seen as a system whose behavior can be manipulated by the learner. Learning is not a spectator sport: the learner must do things. He must be involved. And the learning setting, the specialized environment called technology and its curriculum, must respond to the initiatives of the learner. The learner's capacity to intrude is a high requirement of all good education. In technology it makes the difference between learning systems and gadgetry, however complex.

An aspect of this participatory learning is the requirement that the learner's dominant role permit his random exploration of the material. He must be free to go forward, to reverse himself, to repeat in his own style within the broad frame of the program design. Self-pacing is certainly a great virtue of teaching machines. But when speaking of self-pacing one must not assume that speed is the dominant difference among learners. This would ignore differences in human learning styles that involve the senses as well as every child's needs for random exploration. This oversight stems in large part from a concept of programing largely linear in format. If material to be learned is structured in ladder rungs in step-by-step fashion, then speed of learning becomes the dominant observable variable.

We have come a long way from this concept of ten years ago. Programing capability has grown as technological sophistication has increased. Unfortunately, it is necessary to be critical of the continued narrowness of the conceptual design of both the instructional software and of the technological delivery system as they have circumscribed each other. If the program is linear, if the responses of the learner are limited to simple yes-or-no or multiple-choice conventions, then the instrument may be a pushbutton machine and a weak version of what educational technology can and should be.

The seeming irrationality of the learner's probes — from moment to moment he closes his eyes in order to hear, tunes out the sound of the teach-

(*Continued on page* 86)

—Photos by Bruce Roberts, Rapho Guillumette.

"Educational technology must actively engage all a child's senses."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Schools Make News

Confrontation in Vermont

"THE GHETTOS are a product of the American way of life, for which we are all responsible." So spoke Philip H. Hoff a year ago when he was governor of Vermont. In the belief that not even white, rural Vermont could afford to ignore the urban crisis, Governor Hoff joined forces with Mayor John Lindsay of New York to organize the Vermont-New York City Youth Project, now entering its second summer.

Ostensibly a summer camp program that brings equal numbers of Vermont and New York City youth together on eight Vermont school or university campuses, the project differs radically from the fresh-air programs that give city youngsters a taste of country living. Its primary focus is on white children, helping them to understand the urban crisis and the role white racism has played in the growing polarization of American society. An important but secondary theme is to strengthen the aspirations and sense of identity of ghetto youngsters, as well as rural youth, whose expectations have been limited by social and economic factors.

Various programs are designed to meet the young people's interests and needs: work-study projects, high school equivalency programs, activities in the performing arts, camping and hiking experiences — even a culture and language-study program offering Swahili and Spanish. Each type of activity, however, brings black and white, urban and rural youth together in situations where each can discover and develop his talents and contribute to the work of the group.

Coupled with each of the various activities are afternoon small-group discussion sessions that focus on Afro-American history and culture, cross-cultural relations, attitudes and behavior, as well as on specific social and political problems such as the urban crisis and the Vietnam war. Their aim is to lead the youngsters into open-ended discussions that will help them learn about themselves as human beings and their roles in society.

If the results of the first summer are an indication, the project's impact on Vermont youth may be more than Vermont will want to bear. Many of the youngsters returned home as young activists. In Burlington, Vermont, a group organized a Human Rights Committee and sponsored a human rights march that was joined by several hundred members of the community. The youngsters have pressed school officials for courses in black history and culture, and have collected funds to relieve starvation in Biafra.

It is more difficult to assess the project's impact on the New York youth. But many nonwhites have spoken of a new sense of identity and ethnic pride resulting from their participation on an equal basis with whites, and from their discovery that they had something to give.

Project officials point out that "such insights and conceptualizations were an outgrowth, not of formal classroom instruction, but of a free exchange of ideas and experiences among the students, stimulated in part by instructional programs and an environment structured to promote discussion of such concerns." The project's organizers are anxious that their efforts be duplicated in other areas of the country. Further information can be obtained from Benjamin Collins, Project Director, P.O. Box 716, 107 State Street, Montpelier, Vermont, or from Joseph Chappelle, Associate Director, Youth Service Agency, 38 Park Row, New York, New York.

Vermont-New York City Youth Project—insights into white racism.

Penetrating Dixie

THE NATIONAL Education Association has served notice that its segregated affiliates in the South must integrate by the end of this month or face suspension or disaffiliation. Under this mandate the Georgia Education Association (white) and the Georgia Teachers and Education Association (black) have agreed to merge, as have the Alabama Education Association (white) and the Alabama State Teachers Association (black). Louisiana and North Carolina have yet to vote on the issue.

The Mississippi white affiliate refused last month to comply and was immediately suspended from the national organization. (Suspension means loss of the rights and services of the parent organization, including access to publications, films and materials, loans, grants, and legal counsel; and services of regional and national field staffs.)

Merger plans for all states—drawn up with the aid of national staff members—are designed to insure a leadership role for members of the smaller Negro associations. It was this requirement that caused the Mississippi association to balk.

Admissions Aid

THE COMMUNICATIONS lines between programs such as Upward Bound, which promises to launch hopeful young blacks into higher education, and the institutions searching so recently for able, but disadvantaged, youngsters seem very limited. Youngsters far from the East or West Coast urban centers frequently find themselves still fenced into their backyards.

To combat this situation, Bill Strauss, a senior at Harvard, launched the Fellowship of Concerned University Students (FOCUS) which, entering its second summer, has proved an important adjunct to Upward Bound programs. Last summer, with a twelve-man staff of students working around the clock, FOCUS selected and placed eighty-six students at twenty-five Southern and Western colleges with full financial-aid packages, usually including room and board with a local family. For the most part these students enrolled in institutions, such as Rice University and Colorado College,

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

that previously had not accepted high-risk students.

The family placement has proved invaluable, helping the students adjust to their new environment and overcome initial academic problems. This year FOCUS plans to recruit and enroll as many as 300 students, and is seeking families for them, particularly in the South, West, and Midwest.

Several colleges — including some white Southern colleges—have asked to be included in the 1969 placements. FOCUS places students at a college on condition that the institution: 1) provide a financial-aid package to meet the students' needs; 2) provide any special academic help required, such as tutorage or a five-year degree program; and 3) accept three to six FOCUS students so that they will not feel totally alone during the first few weeks at the college.

Anyone who can help provide homes for these students should contact Bill Strauss at 520 Westview Drive, Nashville, Tennessee.

They Said It

KENNETH KENISTON: "The causes of student protest lie not only in the psyches of students, but even more in the world we inhabit. The shameful legacy of racism, America's dubious imperial role in the world, the inertia and compromises of our universities—these are the simple facts against which the ethical impulse of the young is directed. If we wish to ensure that this impulse will continue to be informed with compassion and insight, then we can do little better than to join with students in addressing ourselves to the obvious wrongs and injustices of our society."

PETER MARIN, director of Pacific High School, a private school in Palo Alto, California: "I have a hunch that the public schools in many places are coming to a dead stop and will collapse within nineteen years. Most of the innovations only heighten the problems and make the schools more efficient for the destruction of the young."

Notes

From 16,000 to 25,000 young men now in graduate school have received their draft induction notices and are likely to be the first called to fill local draft quotas this summer. It is the first time that a large number of graduate students has been called into the Army at one time. —B. B. S.

Power to the People

ONE OF THE MOST significant developments of the civil rights movement is the rebirth of politics at the grass-roots level. In the nation's rural and urban slums, communities are organizing to handle local problems, and increasing numbers of the black and the poor are attaining leadership positions and public office.

To stimulate and encourage this local leadership and give it technical support unavailable elsewhere, the Scholarship, Education, and Defense Fund for Racial Equality (SEDFRE) developed workshops, seminars, and a Technical Assistance Program to bring the activists together with experts who can provide needed information, skills, and insights. Last year, SEDFRE—an independent national organization operating since 1962—concentrated on helping to organize and run political campaigns, and claims some credit for the substantial rise in the number of Negroes elected to office as school board members, sheriffs, justices of the peace, and legislators.

But participants in SEDFRE workshops also include welfare recipients, students, lawyers, policemen, farmers, suburbanites, and big-industry personnel. The aim is to help people understand and effect social change—to end the pattern of the past, where the higher the office attained, the further the community leader moved from his constituency. The method is to offer a wide variety of training in skills and a substantive knowledge of issues. In a sense, it represents a new and vital form of adult education.

SEDFRE is an outgrowth of the civil rights movement, particularly the voter-registration drives in the Deep South. "We thought we were successful in those days," says Marvin Rich, SEDFRE executive director, "and in a sense we were. But the grass-roots leaders of the movement had to develop their own skills once the outsiders went home. Ultimately, local people have to work out their relationships with their community." Like most of SEDFRE's staff, Rich has had a wide range of experience in civil rights work: for five years he was community relations director of the Congress of Racial Equality (CORE).

The SEDFRE staff is largely (but not exclusively) young, sophisticated blacks who know that neither the black nor white community is monolithic, that the divisions within each are deep, but that they can and must be surmounted to achieve a common goal.

An example of how this non-doctrinaire approach works was the National Conference of Black School Board Members, held last winter in Warrenton, Virginia. Bringing together more than 100 school officials from thirty states, the four-day session revealed some basic disagreements, from feelings regarding the words "nigger" and "black" to views on community control of schools and efforts at integration. Using techniques similar to sensitivity training, the SEDFRE staff sought to reveal and explore these different attitudes and then to lead the participants beyond them to help each other deal with their common practical problems—such as how to get white majorities on local school boards to respond to black needs; how to read and analyze a budget, plan programs, and find new sources of financing; how to get more able and sympathetic school administrators; and how to change the curriculum.

The conference's techniques are employed in less elaborate SEDFRE workshops, such as those in New York City public schools this past month. Working in five weekly three-hour sessions in a poor black school, the SEDFRE staff tried to bring parents and teachers together in that strife-torn system, to develop better communications between the two groups, and to teach them specific methods of working together on mutual problems.

Beyond the conferences and workshops is the new Technical Assistance Program designed to provide on-going, systematic services for newly elected Negro officials, about one-third of whom are school board members. SEDFRE also offers legal assistance to welfare rights groups and other community organizations. It has assisted the growing network of Southern economic cooperatives—one of the few practical hopes available to farmers being automated out of a livelihood in the South—and it offers scholarship aid to "young men and women with demonstrated leadership ability who do not qualify for conventional scholarship assistance." —B. B. S.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New Books

The Progressive Educator and the Depression: The Radical Years, *by C. A. Bowers (Random House, 269 pp., $2.95),* explains how—under the leadership of George Counts, John L. Childs, William H. Kilpatrick, and Harold Rugg—educators optimistically appraised education as a powerful instrument for social change. Tracing progressivism from the labor unrest of the hungry Thirties to the Progressive Education Association's death in 1955, Bowers shows how many progressives themselves turned at length from social reconstruction theories to such problems as life-adjustment, patriotism, and self-identity. It is perhaps regrettable that Professor Bowers ignores original work by Patricia A. Graham. On the other hand, his study constitutes a most interesting extension of Lawrence A. Cremin's pioneer *Transformation of the Schools.*

Education and the French Revolution, *by H. C. Barnard (Cambridge University Press, 268 pp., $7.50),* fulfills its author's wish, held since 1922, to afford the period of the Revolution the historical attention its educational activities deserve. Opening with education under the *ancien régime,* Professor Barnard stresses the numerous post-Revolution reports and projects, including those of Mirabeau, Talleyrand, Condorcet, Lanthenas, and Romme. He further indicates that the accomplishments of the revolutionaries mainly comprised the development of theory coupled with tight institutional centralization for patriotic purposes. A section on influence abroad, above all in the case of Jeffersonian schemes, rounds out a most painstaking work confirming the close interrelationship of politics and education.

Contemporary College Students and the Curriculum, *by Lewis B. Mayhew (Southern Regional Education Board, 86 pp., $1.75),* proposes that student unrest stems largely from an inadequate educational program. College men and women, says Mayhew, drift in and out of courses, victims of dead lectures and coercive grades. What they require instead, the author concludes, is wider and more flexible learning experiences. A single-cause interpretation of campus turmoil, this short monograph, nonetheless, should be of interest to college planners in the process of institutional overhaul.

Catholic Education Faces Its Future: The Background, Present Position, and Future Trends of Catholic Education, *by Neil G. McCluskey, S. J. (Doubleday, 311 pp., $5.95),* points out that America's pioneer schools were essentially religious institutions, which have customarily provided "healthy competition" for public schools. But, Father McCluskey continues, at a time of rising total enrollment, Catholic schools peaked in the early Sixties and are presently declining. What follows is a searching examination of the historic rise of the immigrant church, the support rendered today's Catholic classrooms, and the current problem of reconciling court rulings on monetary aid with traditional Catholic religious values in education. A most illuminating work.

Decision-Making and Administration in Higher Education, *by John D. Millett (Kent State University Press, 161 pp., $5.00),* outlines in several essays the author's comments on decision-making, planning, systems analysis, finance, and communications. These are mature statements based on Millett's theoretical and practical grasp of the administrative field, and they reflect many nne discriminations such as the confusion often existing between standards of social and academic behavior on campus. Especially penetrating is the closing section, "Structure of Communications"—a precise analysis of a university's inner workings. Anybody connected with universities, however remotely, will gain valuable insights from this well-articulated book.

The Year of the Young Rebels, *by Stephen Spender (Random House, 186 pp., $4.95),* is an eloquent collection of essays on the Columbia, Sorbonne, Prague, and Berlin student freedom struggles, complemented by several exceptionally revealing articles on politics and student rebellion in world perspective. Typical of poet Spender's stirring sketches is "The Columbia Happenings" with its "shadowy figures, girls and boys, both with long hair" contrasted with Madrid's Spanish militia of three decades ago, "using the university as a university while making their revolution." Further sections discuss with simplicity and clarity the multifaced aspect of changing culture and its effect on student life. This is by far the best book yet on the turmoil in which world universities currently find themselves.

Experiment at Berkeley, *by Joseph Tussman (Oxford University Press, 139*

"Postman and Weingartner stand the educational establishment on its head"*

"If they make even a dent in the pious, repressive and (worst of all) dull American classroom, the book will be worthwhile."
—New York Times Book Review

"Postman and Weingartner make excellent theatrical producers in the new Global Theatre."
—Marshall McLuhan

"This book should be required reading for those who make policy for the 1100 departments participating in teacher preparation programs."
—Michael Shugrue, Secretary, Modern Language Association

"This challenging, liberating book can unlock not only teachers but anyone for whom language and learning are not dead."*—Nat Hentoff*

Teaching as a Subversive Activity
by Neil Postman & Charles Weingartner
2nd printing; $5.95 at all bookstores
delacorte press
DELL PUBLISHING CO., INC
*Publishers' Weekly

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

pp., $5.00), reports on a California attempt to revive the liberal spirit of Meiklejohn's Wisconsin adventure in undergraduate education. Tussman's teachers are not the great performers of old but collaborators within programs geared to maximum student individuality. Curriculum meanwhile stresses classical literature designed to provide an understanding of American culture in its Western context. The faculty report on reading, term projects, writing, conferences, seminars, and lectures, and a calendar of first- and second-year book assignments support the author's contention that Berkeley's experiment effectively attacks the problem of institutional inertia. Committees seeking new approaches to college teaching will find here some boldly presented views.

Whispers from a Continent: The Literature of Contemporary Black Africa, *by Wilfred Cartey (Random House, 397 pp., $8.95)*, comes as one of those rare books that successfully blends scholarship and beauty in its treatment of a vast and vital topic. Brimming over with offerings from scores of books and poems, it skillfully avoids mere compilation through rhythmic structuring about two principal themes—black Africa's movement away from its cultural heritage, and its eventual return toward faith in creative Negritude. This is a truly remarkable work, rich in feeling and compassion. Educators concerned either with analytical, informational, or inspirational aspects of black history should steep themselves in Professor Cartey's arresting interpretation.

Public Controls for Nonpublic Schools, *edited by Donald A. Erickson (University of Chicago Press, 242 pp., $8.50)*, emerged from Chicago University's 1967 conference on state regulation. But here are no dreary proceedings. On the contrary, many of the essays feature power and artistry adding up to an unusually forceful book. Harold E. Hughes's piece on the Iowa Amish puts the problem squarely: how to deal with minority groups in education. Editor Erickson's poignant narrative about the forced removal of Amish children to public schools and his subsequent close analysis lead to the classical Supreme Court warning about compulsory unification. And Jules Henry's ironic treatment of conditions favorable to a society's enlightenment —especially the "historic necessity of stupidity" — raises crucial questions about the capacity for imaginative planning on the part of American educators. Give this first-rate collection some reading time and shelf space.

—JOHN CALAM.

Letters to the Education Editor

Chicken or Egg?

GILBERT VOYAT'S article "IQ: God-Given or Man-Made?" [*SR*, May 17] displays a more profound misunderstanding of the real issues in my article in the *Harvard Educational Review* (Winter 1969) than any other account that I have read up till now.

Voyat's central theme seems to consist of pitting Piaget's theory of mental development against my own psychometric point of view. First, let me point out that a critique of my article was solicited by the editors of *HER* from Professor David Elkind, who is generally regarded as Piaget's leading exponent in the United States. In the Spring 1969 issue of *HER*, Professor Elkind states: "What struck me in reading Professor Jensen's paper, and what had not really occurred to me before, were the many parallels and affinities between the psychometric or mental test approach to the problem of intelligence and the developmental approach as represented by Piaget."

Voyat attempts to contrast the standard tests of intelligence, such as the Stanford-Binet, with Piagetian experiments, such as conservation tests, and he states: ". . . Piaget's experiments would always be culture-fair, because they are involved with a description of progressive organization directed by logic and not greatly influenced by culture."

Let me point out just three important facts about Piagetian tests; each is documented in my article "Reducing the Heredity-Environment Uncertainty," to appear in the summer issue of *HER*.

1) Piagetian tests correlate about as highly with standard psychometric tests of intelligence as the latter correlate among themselves.

2) When Piagetian tests were administered to school children in California, they showed social class and race differences in the same direction and of similar magnitude as we find with standard IQ tests.

3) A study of Australian aboriginal children found that those who were part aborigine, having one Caucasian grandparent, performed at a significantly more advanced level in Piagetian experiments than did full aborigines, though all were reared under similar conditions.

ARTHUR R. JENSEN,
Professor of Educational Psychology,
University of California,
Berkeley, Calif.

READING GILBERT VOYAT'S critique of Arthur Jensen's study, I am inclined to conclude that he, too, has fallen prey to "over-compensation" for the academic shortcomings of the Negro. Although such a statement will be considered a bigoted white-supremacy declaration, I feel that such a condemnation would be unjust to both blacks and whites. Why must all men be equal in genetically inherited intelligence, a "natural law"? Is it so unreasonable to assert that the well-worn concept of biological determinism need not necessarily smack of racist overtones? Further, it seems ludicrous that the National Academy of Sciences would stifle or discourage research in this area for fear of an

answer. Perhaps if more work were done to determine the intelligence differences and learning capacities of individuals, white or black, further strides in education could be made to facilitate individual progress rather than impede it because of the possible social implications.

ROBERT C. LEITZ, III,
College Station, Tex.

ARTHUR R. JENSEN'S observation that "in terms of IQ, whites are more intelligent than blacks" offers bigots as potent a weapon for delaying progress as the belief of Columbus's critics that the world was flat.

Blacks, in fact, probably do not perform as well as whites on standardized IQ tests. The frustrating tragedy is the inference that black students are, therefore, inherently less intelligent.

If Jensen's position is acknowledged, schools can shift blame for their failure to meet the needs of Negro pupils by claiming an inborn deficiency that militates against success. Administrators will be able to sleep more serenely, assured that the system is adequate; the children are deficient.

DONALD J. DARNIEDER,
Milwaukee Public Schools,
Milwaukee, Wis.

ALTHOUGH HE has ably indicated some of the limitations of Jensen's argument concerning the nature of intelligence by using Jean Piaget's theory as a frame of reference, Gilbert Voyat does not take Jensen to task for his methodology, which actually does violation to the canons of sound scientific inquiry. For example, one should not utilize correlational studies, which either could prove spurious or could entail hidden variables, as arguments for making a causal analysis. Also, Jensen is proposing *theories* based on previously gathered statistical facts, uncritically accepted, without first setting down his hypotheses and then systematically attempting to refute or verify them. He jumps from assumption to assumption. Finally, Jensen takes theoretical constructs

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE HIGHER LEARNING, THE UNIVERSITIES, AND THE PUBLIC

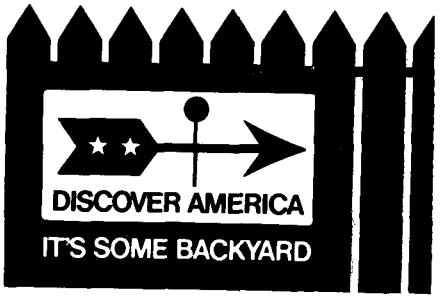
Carl Kaysen,

Director of the Institute for Advanced Study at Princeton, rejects the arguments currently used to justify the allocation of federal funds to scientific research and higher learning. So long as support for research is justified on the grounds of direct social utility—to the Defense Department, to public health, and so on—the real purposes of the university are distorted. Dr. Kaysen suggests an alternative justification that attempts to reconcile government support with the true interests of the universities. Cloth: $4.75 Paper: $1.95

At your bookstore or from
Princeton University Press
Princeton, New Jersey 08540
(Please enclose remittance with orders.)

Sanford EST. 1930

Grades 7-12. Spacious campus near Wilmington. Sound background for college. Broad curriculum: advanced courses & special study help. Art, drama, music. Sports. Riding. Accredited.
Director of Admissions
Box 114, Sanford School
Hockessin, Delaware 19707



BRANCH ADVERTISING OFFICES: Chicago, Richard K. Sullivan, 401 North Michigan Avenue, Chicago, Illinois 60611; Cleveland, George Dawson, 30559 Pine Tree Road, Cleveland Ohio, 44124; Detroit, Bruce E. Miller, New Center Building, Detroit, Michigan 48202; West Coast Offices: San Francisco, Fletcher S. Udall & L. H. Sanford Heckinger, 417 Montgomery Street, San Francisco, California 94104; Los Angeles, Fred Beck, 3850 Wilshire Blvd., Los Angeles 90005; Southeast Office: Ray Rickles & Co., 3783 Pine Tree Drive, Miami Beach, Florida 33140. **Printed by the McCall Printing Company, Dayton, Ohio.**

from one scientific discipline without carefully examining whether they are applicable to his concept of intelligence—one which was developed within another theoretical framework.

MIRIAM ROEMISCHER,
Research Psychologist,
Bank Street College of Education,
New York, N.Y.

AS A WHITE teacher with several years' experience in an integrated school in an indigent area, I find the controversy over "average" black and "average" white intelligence to be dangerously misleading. That I myself found no significant differences is not statistically important; I was teaching individual children, not "averages."

Whatever averages may be determined by whatever imperfect measures, they must not be permitted to prejudge a child, his class, or his school. The range is as important as the mean; the individual is more important than either. Imagine not letting a Cousy try out for basketball because Italians do not "average" as tall as Swedes or Somalis!

STANLEY COOK,
Detroit, Mich.

Optimizing Research

REGARDING JOHN LEAR'S article "New Deal For Graduate Education" [*SR*, May 17], I find myself in agreement with his objectives and analysis. But whether the institutional grant solution he proposes will bring the results he says it will is not so clear.

Mr. Lear is no doubt aware that NASA has used both individual grants to researchers and sustaining grants to universities. The purposes of the sustaining grants are not exactly the same as Lear proposes, but significant difficulties arose in the use of these grants. The goals created by NASA—more multidisciplinary research, increased university involvement with community and societal problems, developing capability for institutional response, and others—were not met. Apparently what many universities did is simply to bundle up individual projects somewhat related to the NASA grants and fund them from the sustaining grants.

What Lear proposes is worth working toward. An ideal, as I see it, for most professors is the creation of research centers (such as the one I am affiliated with) as part of each college and school. Professors would be paid by the centers and teach a seminar per semester and none in the summer for several years, then return to departmental payrolls for several years. Few professors do not experience "burn out" from extended research. This mobility into and out of research situations, plus real rewards for good teaching, would help improve the situation on campus. These centers might be funded by sustaining grants and properly monitored could lead to real payout for society.

WILLIAM F. GLUECK,
Principal Investigator,
Administration of Scientific
Research Project,
University of Missouri,
Columbia, Mo.

Common College

Continued from page 67

The issue of open admissions cuts to the core of the question of what education should be about. Is it for training leaders or for enabling the masses of a republic to perform their civic duties with reason? Is it to serve the needs of the economic system or to provide individual enlightenment? Should its end be the practical or the ideal?

The answer to these questions is that it should do all of these things and more. What must be done is to continue to search for what W.E.B. Du Bois called that illusive but "ever necessary combination of the permanent and the contingent." For us today, one form of the question is whether it is possible to create an educational system that satisfies the demands of a society and an economy that require highly skilled and sophisticated participants and, at the same time, is ultimately independent of that society and economy.

If the Common College is simply an unexamined continuation of the common school, the whites as well as blacks will have been betrayed. We have an opportunity to create new institutions that have a better chance of doing what we ask of them, but it requires careful reflection. The rhetoric of America has hardly ever been less than just, yet there has been little progress in closing its gap with reality because we believed ourselves too completely and failed to look hard enough at that reality. The challenge presented by the Common College calls for remedying those failures.

—W.R.

WIT TWISTER #117

Edited by ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

By flaring light of _ _ _ _
she found
The bandit bleeding by the fire;
But ere his _ _ _ _ with
_ _ _ _ was bound,
She saw him shudder and expire!

—A.S.

(*Answer on page 84*)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 71

posed. Last month, Kenneth Clark resigned as a trustee of Antioch College in protest against that institution's Afro-American Studies Institute which enrolls only blacks. And Roy Wilkins of the NAACP has threatened court action against any institution that uses public funds to set up racially exclusive programs.

The U.S. Office of Education threatened, last spring, to withhold funds from Antioch under Title VI of the Civil Rights Act which prohibits payment of federal funds to any institution or agency practicing segregation. The issue was later "resolved" on the basis that students are not admitted to the institute by race, but by the "relevance" of the program to their experience, which seems clearly a subterfuge to allow an experimental program to be tried.

Other critics charge that whites stand in greater need of Afro-American studies than blacks. They contend that if such programs do become all black they inevitably will be academically inferior and, therefore, will defraud the students. And some claim that separatism will lead inevitably to closed programs—over which the university will have no control—that will be devoted primarily to training cadres of black revolutionaries.

Much of what the critics claim doubtless is true. Certainly the issues are complex. Some blacks on campus are true revolutionaries and violently hostile to all things white. They work actively to radicalize their more moderate brothers and don't hesitate to employ coercion when persuasion fails. They deny the validity of established society, and some are willing to destroy whenever necessity demands —or opportunity offers. But this is only part of the story—and today, still the lesser part.

The majority of black students want to make it within the white society, but they are no longer willing to do it solely on white terms. Some of these reformers indulge in abrasive rhetoric and violent action; in no other way, they contend, can they get the serious attention of the university (the experience of recent months provides some justification for their claims). The more moderate reformers are easier to hear — and to ignore — because their voices are calm and their actions nonviolent. But their message differs little, if at all, from that of the militants, and it challenges very basically the tradition of the university.

Like many white students, the black reformers reject the archaic nature of much of higher education—the competition for grades, the lecture system that became obsolete with the invention of printing, the vocational character of liberal studies that are designed for the production of scholar-apprentices rather than for the development of human beings, the failure to find new ways to organize knowledge in an age when no man can become expert in more than a narrow specialty. But even more fundamentally they challenge the university as the sole gateway to success in a white, middle-class society that talks constantly about the virtues of pluralism, but in practice demands a high degree of conformity to the dominant white values. Why, they ask, should we immerse ourselves exclusively in the culture of Western civilization when, over the centuries, it has rejected black people? They demand that the focus of university scholarship be broadened beyond its present parochial perspective so that it will have greater relevance for a society that is becoming increasingly aware of its pluralistic character.

Meanwhile, they are seeking ways "to make the university a fitting environment for black students," which will allow them to acquire the knowledge and skills they need, without losing their black identity. ("We don't want to come out as average graduates.") They want to emerge from their collegiate years not only with the intellectual skills required for success in the white world, but also with deeper knowledge of their own people and a continuing commitment to the black community. It is this desire that lies behind the demand for separate black study programs and living facilities. It is an insistence upon "an all-black experience" that will provide a "uniquely black psychological outlook and perspective" for students who continue to participate fully in the life of the white university.

The black challenge is not a temporary aberration in the life of the university, nor is it a simple one to deal with. Many of the demands being made on the academy today are unthinkable, but some of them, on reflection, deserve careful thought. They reflect youthful fantasies of romantic revolution and instant academic success as well as legitimate aspirations of minority groups. Demands that the university correct broad social inequities over which it has no control may be aimed primarily at producing disruption rather than reform, yet too often the academy has, itself, actively participated in perpetuating such inequities. A black studies program made up exclusively of "soul" courses with strong emotional appeal and little substantive content is a denial of the realities of a world in which knowledge and skill are required of all. But a "black experience," parallel to the "white" education program, that not only provides the student with knowledge of his people, but also stimulates a continuing commitment to their welfare, can be preparation for another part of reality. It is obvious that the admission of large numbers of minority students who are not prepared to do college level work can only result in massive frustration and further alienation. Yet substantial numbers of "high risk" students who manifestly were not prepared for college, but did possess

Black Freshmen Accepted & Enrolled

	1968-1969		1969-1970	
	Accepted	Enrolled	Accepted	Enrolled
Brown	56	22	165	76
Columbia	58	29	115	51
Cornell	115	60	157	67
Dartmouth	58	28	130	90
Harvard	55	51	109	95
Univ. of Pennsylvania	125	62	251	150
Princeton	76	44	126	68
Yale	70	45	150	100
Barnard	33	20	81	40
Bryn Mawr	22	10	31	15
Mount Holyoke	46	18	61	31
Radcliffe	17	14	51	37
Smith	34	19	86	46
Vassar	24	24	43	22
Wellesley	19	9	104	57

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

high motivation and received adequate help, have succeeded.

The university as a conservator of our cultural heritage has always been reluctant to change, yet it has sometimes displayed a remarkable capacity for adapting to a changing society. From the founding of the land-grant colleges a hundred years ago to the pervasive involvement of academicians in the affairs of government and business today, it has demonstrated a willingness to apply scholarly knowledge to the needs of society. Now it is being asked to mobilize its resources to meet another set of human problems.

One suggestion for radical change came last month from the retiring director of Upward Bound, Dr. Thomas A. Billings. He proposed an experimental university organized along racial lines rather than according to academic disciplines. His experience with Upward Bound, which has worked with notable success to stimulate poor but capable high school students to seek higher education, leads him to the conclusion that "race and ethnics . . . are inextricably bound up with what one learns." Therefore, he believes that we should experiment with an institution at which all students share classes in hard sciences and technology, which are "neutral" subjects; but that the humanities, which are not neutral, should be studied in separate colleges for blacks, American Indians, Mexican Americans, and other large minority groups. Such an arrangement, Dr. Billings believes, would offer opportunity for more sensitive response to the desires of minorities to explore their own heritage, and will result more readily in eventual integration.

The university's options remain open today. It is being asked to renew itself through reforms that have been demanded from many quarters. It is being asked also to assume a new role in society, to accommodate to the aspirations of minority groups whose members, in the past, have benefited from little more than token participation in the higher education enterprise. In order to do so it must learn to distinguish between the demands of the campus revolutionaries and those of the militant reformers. It must on occasion be willing to give thought to the unthinkable, for the alternatives are grim. The university is uniquely vulnerable to both the violence of campus revolutionaries and the vigilante action of its volunteer protectors. For higher education carried on behind barbed wire will prove to be no education at all.

Answer to Wit Twister, page 82: peat, pate, tape.

Benefit of Anger

Continued from page 73

I am therefore referring to a particular kind of anger—that which always precedes constructive social change; anger that realizes the void between the way things should be, indeed must be, and the way things are; anger that rejects mediocrity and settles for nothing less than a genuine approach to fulfilling an ideal. This type of anger has extensive precedent in American history. From the Boston Tea Party to the abolitionists' anger at slavery conditions, to the muckrakers' disgust at corruption in government, right down to the fiery strikes of labor unions seeking changes in working conditions, it has been an American political principle that fundamental social change can often only be brought about through a healthy anger at the conditions needing change and through a disruption of business as usual—a halt in the normal process of getting things done until conditions are changed.

Another argument may be that there is no special consideration given to the particular needs of white students; there are no "Anglo-American" courses or studies programs, no Anglo-American youth groups, no all-white dormitories. And I respond that the actual curriculum of most predominantly white universities *is* an Anglo-American studies program: the study of the culture and heritage of the American ideal as it has unfolded in the several disciplines—American politics, history, sociology, music, drama, the life sciences.

How many American colleges have American civilization programs? Literally hundreds. And the athletic teams, fraternities, special interest groups, and a host of other college activities become—either by accident or by intention—all-white Anglo-American groups that, in a very real sense, exist for the preservation and enculturation of the American heritage in the student. It may be called "good sportsmanship" or "fellowship" or "camaraderie"; it's essentially the preservation of some of the values of the American experience that have proved to be worthwhile. And all-white dormitories? They exist, again either by accident or by design, and in large numbers across America. Because such groups are so much a part of the college structure, they are not labeled "separatist" or "polarized"; yet, black student groups contribute no more to the polarization of attitudes than do these Anglo-American groups.

When black-initiated college disorder and disruption are viewed in this way, it becomes evident that such events clearly represent the healthy functioning of the highest ideals of the American university. And the anger that this functioning produces has historically proved to be one of this nation's greatest assets in terms of fostering constructive change. But, granting this thesis, where does that leave the black student? Does it predict that the university structure will come crashing down under the righteous indignation of its black students? Is the destruction of the university inevitable? The answer to this is, for the most part, dependent on the *response* of both those in university administrative positions and in govern-

"It's her last wish upon retiring after twenty-five years!"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

mental positions. Will academicians respond with complacent mediocrity? Will they respond (as in many cases they already have) with helmeted state troopers? Will they respond with the traditional historic banalities? Or will American educators respond with an honest and searching effort to identify the causes of campus unrest, and attempt to act upon these findings?

President Nixon might do well to appoint a national advisory commission on college and university disorders, seeking on a national level a profile of the antediluvian university attitudes and structures that have fostered such disorders, pledging at the outset some positive federal action—either legislative or administrative—based on its findings, so that what happened to the Kerner Commission Report (read and shelved away) will not occur.

At predominantly white institutions, it seems to me, a positive response is not difficult to frame. Rather than seek to crush black anger, the academic community should seek to keep the anger constructive. This can be done by taking a general attitude of cooperation and willingness to understand, and to make special attempts to accommodate student needs by providing the financial and technical assistance necessary to implement such changes as black studies, by increasing minority recruitment and admission, by hiring more black faculty, and by attempting to create an atmosphere of mutual trust and confidence. Massive police intervention can only serve to increase polarization and distrust and to convert constructive anger into vengeful and spiteful wrath.

At predominantly black institutions, the administrators would do well to view the gem they hold for what it can be: an institution uniquely equipped to create and develop a proud, aware generation of black leaders. A black college can, in the least dramatic sense, become a vehicle toward freedom, a vehicle toward meaningful knowledge —a vehicle toward black anger. Once the administrators view the black college for what it can be, then they must pattern their responses accordingly: an outpouring of all resources—financial, moral, and intellectual—toward meeting the *real* needs of black people today, not the illusory need of a one-way admission ticket to the comfortable black bourgeosie. This response becomes critical, since most black students are in all-black colleges.

The future? It is what the colleges themselves — faculty, administration, and students—wish to make of it, in terms of constructively responding to the needs and moral imperatives of each other. Negative responses may well mean destruction.

How Do We Learn?

Continued from page 75

when a problem lends itself to deductive analysis rather than to the mustering of hard data and, therefore, not many are able to guide class discussions along productive lines. Ned A. Flanders developed a comprehensive scheme for classifying classroom interaction patterns both quantitatively and qualitatively. Observers are trained to use the system so that generalizations can be made rather easily with respect to teacher domination, pupil-to-teacher interaction, pupil-to-pupil interaction, and so on. The nature of various classroom patterns can then be compared to other variables such as pupil achievement or attitudes.

More recently, Philip W. Jackson, having spent hundreds of hours observing life in the classroom, concludes that it doesn't seem to be a very intense learning environment. He raises searching questions about the impact on boys and girls of approximately a thousand hours spent each year in a school classroom. And he wonders whether school can be an exciting, provocative place, given our present, largely unquestioned assumptions about how it should be organized and conducted.

Clearly, studies of this kind have profound implications for teacher education, which has often proceeded quite apart from any acute awareness of what teachers do. The courses are made up, by and large, of material extracted from history, philosophy, and psychology, but the relevance and usefulness of this material has not been systematically tested.

The trouble, to date, with direct studies of educational practice is that they have not been cumulative. Each researcher has been interested in a particular segment of the whole and, consequently, has neither used similar instruments nor replicated someone else's work. Discoveries that will ultimately lead to beneficial change will come only when we have a much larger array of researchers swarming over the phenomena of education.

Education is a process of producing change in individuals. Schooling usually seeks rather specific changes. Perhaps the most significant contribution to be made by a science of education would be to reveal the relative weights to be accorded various factors contributing to educational change. It is here that both the complexity of education and the primitive character of educational science show up. Educators have tended to reflect a curious singleness with respect to their explanations of how children learn. Intelligence probably is cited most frequently as the prime causal factor. But other explanations include teachers, administrators, curriculum, teaching techniques, environmental factors, and the dollars spent on schooling.

To recognize that all of these factors and more play a part would be a good beginning, but debate has tended to languish within the categories. Thus, there are competing schools of thought within a single contributing category such as "teaching techniques." The teaching of reading affords a good example, with the "whole-word" approach usually being pitted against some form of word analysis, usually phonetic. We are now beginning to see that the differences among methods often are so slight that they are canceled out by other contributing factors, such as class composition, teacher personality, and supplementary materials. The child frequently learns about as well by one technique as by another, if sufficient time is provided. But he may not learn by any technique if his perceptual abilities are impaired, or his home environment is stultifying.

The much discussed Coleman Report, *Equality of Educational Opportunity*, has served to shake many educators out of their singleness of view regarding the causes of learning. Coleman's controversial findings suggest that what the school puts in by way of teachers and program, for example, may be less influential than what each child brings from his home and encounters there from other homes. In other words, students in certain select suburban schools do well because of the achievement orientation of virtually all of the homes represented in the school. By contrast, students in the urban ghetto bring little from their homes, and they encounter little from other homes that contributes to success in school. Following Coleman, then, instead of debating this or that teaching technique for the ghetto school, perhaps we should be devising ways of achieving a more heterogeneous mix of students.

Coleman's findings and conclusions will be debated until there is a substantial body of corroborating or negating evidence. Whatever the outcome with respect to the questions he has raised, he has served to remind us that the study of education is much more than the testing of alternative teaching strategies. We must build models that include the supposed major causal factors, and then seek to determine the relative influence of each. This is an exceedingly complex research enterprise, but at least it does not suffer from the naïve simplistic conceptualizations of just a few years ago.

A recent development in the advance of educational science promises to

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

move this enterprise along. This is the collaboration of more than a dozen nations in international studies of educational achievement. The first of these studies was reported in 1967 by Torsten Husén, editor of *International Study of Achievement in Mathematics*. Comparative studies in other fields are now proceeding.

The potential usefulness of these comparative studies for advancing educational science is partially revealed by the first study, which showed that children in three countries regarded as advanced educationally—Japan, Sweden, and the United States—differed markedly in their relative standings. Japan headed the list of countries in mathematical achievement, and Sweden and the United States ranked near the bottom. A simple answer to why is that mathematics is poorly taught or inadequately emphasized in the schools of Sweden and the United States. This could be the correct answer, but many alternative explanations come to mind. Another answer could lie in the educational aspirations of Japanese boys and girls, or in the cultural orientation of Japanese families, or elsewhere. The virtue of international studies in building an exploratory science of education is that they permit the comparative analysis of cultural factors which differ from country to country, but which cannot be adequately differentiated within any one country. For example, we are likely to get far more insight into the role of sex differences in learning by comparing countries that differ in their treatment of the sexes. Similarly, with each of the factors contributing to learning, we are likely to get a clearer picture of its contribution when sharply contrasting cultural practices are compared.

As yet we do not even know the major components of a model of causal factors in the learning process, let alone the respective contribution of each component of the model. How much of the whole do we assign to family context—10 or 20 or 30 per cent? To teacher factors such as age, sex, and education? To pedagogy? To the curriculum? To the total dollars spent, and how they are distributed? The answers will be a long time in coming. But at least educators are becoming aware of the fact that learning is dependent on much more than how hard pupils work, and how zealously teachers teach. They are becoming aware, too, that educational science, if it is to emerge at all, will be forged from the stuff of educational practice by scholars from many disciplines willing and able to adapt their research methods to the unique demands of education.

Kaleidoscope

Continued from page 77

er or the television announcer while seemingly continuing to attend to that learning situation—is a complexity that technology and its programs must invite and not prevent.

When the learner is given control over these technologically structured pieces of the environment, he will pick and choose, move forward and backward, call for repetitions in a random, personalized fashion. It requires an arrogance equal to that of the pagan gods to assume that a curriculum programed in conventional style will do more than constrict most learners. Every human being has a learning print as unique as his fingerprint.

Although this picture of the behavioral requirements of technology appears anarchic, structure enters the picture through an examination of the material, the subject, the skills, the concepts to be learned. Jerome Bruner, at Harvard, has made a major contribution to our thinking by pointing out that there is an internal integrity to human knowledge in many of its areas. Thus we bring the findings of students of linguistics and language to the teaching of reading to determine its internal structure, its phonetic base, and, hence, the concepts and skills needed to derive meaning from silent speech in print.

A second area that brings reason to the instruction material programed into the technology is our growing realization that words in print called textbooks are severely limited pedagogical instruments with and without teachers. An example is the way we have used art and graphics. Despite the ancient Chinese injunction about the value of a picture, art and graphics have been used as after-the-fact, patched-on affairs.

The sound motion picture, forty years old in entertainment and neglected educationally, showed us that the marriage of the human voice and other sounds with pictures and motion had a new efficacy in learning, despite its limitations due to its inability to permit the learner to get into the act. Now through a trilogy of graphics, text, and sound, with as much pedagogical attention to each, and then to their interrelationship, a whole new organization of curricular materials is made possible by a new educational technology.

We are rediscovering the importance of exploration leading to inductive reasoning called discovery. J. McVicker Hunt has called this the match, the spark that closes the gap between the known and the unknown. This is the discovery process in learning. Our old reliance on the deductive process, in which rules are given and applications mandated, is still too much with us, and technology and its software should not prolong its excessive use.

How do we now examine the long and growing list of devices aimed at contributing to the relief of our major educational ills? We could catalogue overhead and film-strip projectors, turntables and tape recorders, 16 mm and Super 8 mm projectors, broadcast and closed-circuit television, old-fashioned radio, light pencils and touch-sensitive surfaces, new fashioned audio-visual instruments, dial access tapes and cassettes, the computer-based Talking Typewriter, computer assisted instruction, and the Talking Page. We now need criteria based upon learning theory that will reveal the competitively established efficiency for these devices. Each will teach some things to some children. Because they differ in total cost we must not assume they do not differ in effectiveness for particular kinds of learning. For example, a sound motion picture or television presentation of a dramatized situation is an extraordinarily effective means of having concepts understood and values learned by large groups. The same media have severe limitations if used to teach technical skills and certain dexterities.

Until we begin controlled research to delimit the behavioral parameters of kinds of technology most useful for certain learnings and for certain learners, we will continue our overgeneralized use of particular technologies. In the meantime, in the areas of greatest educational need, where present methods continue to do poorly, we need technology that can respond affirmatively to such criteria as: 1) Does it involve many senses? 2) Does it permit the learner to get into the curriculum? 3) Does it make possible the braided trilogy of sound, text, and pictures? 4) Does it bring freedom to the act of learning in the unique random style of each and every learner?

If it does, we have a learning system that can address itself to the present problems of the educationally disadvantaged. Partial instrumentation will fragment the effectiveness of the handicapped learner. Just as the school cannot parasitically exploit motivations and behaviors induced by middle-class child-rearing modes to reach the children of the poor, technology addressed to these conditions must have an autonomy and multi-dexterity of behaviors that will induce learning in these children as they are. Such multi-dexterous instruments will empower a new generation of learners despite a social milieu that the schools cannot change and society must.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Politics of Hunger

Continued from page 21

words, but 'malnutrition' is not quite what we found," commented a team of doctors who made a nutritional study in Mississippi for the Southern Regional Council. "The boys and girls we saw were hungry . . . weak, in pain, sick; their lives are being shortened. . . . They are suffering from hunger and disease, and directly or indirectly they are dying from them—which is exactly what 'starvation' means."

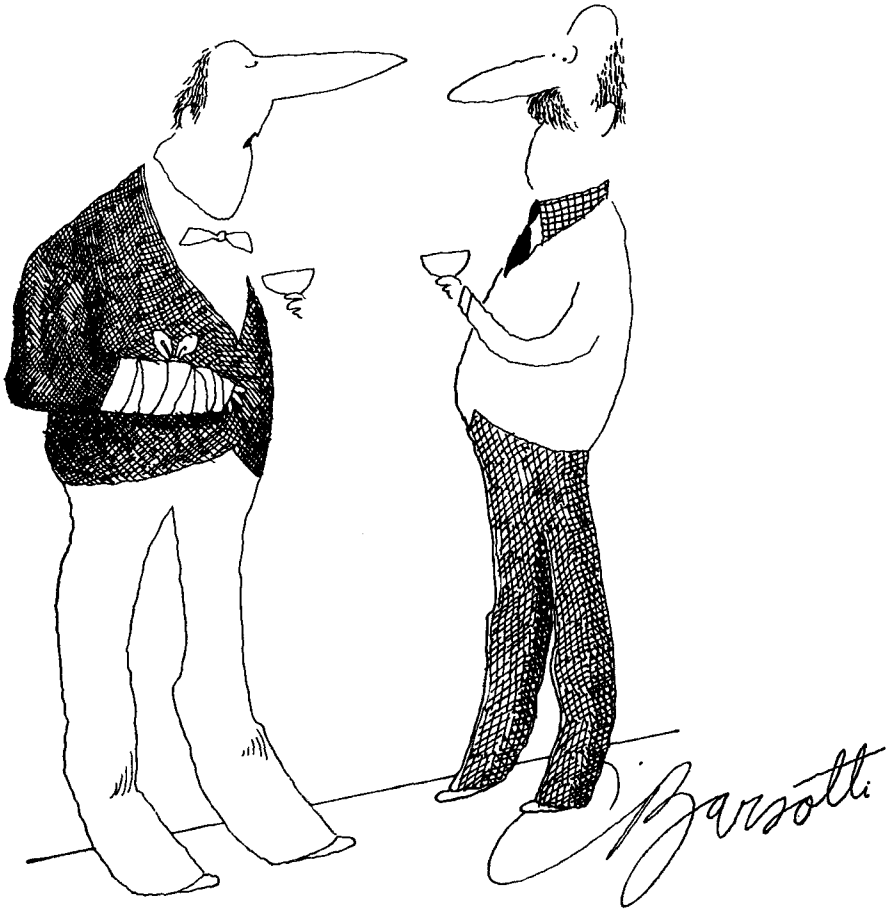
Dr. Arnold E. Schaefer of the Public Health Service heads the first official government survey of hunger in America, and he released its initial findings in recent testimony to the Select Senate Committee. "Our studies to date clearly indicate that there is malnutrition, and in our opinion it occurs in an unexpectedly large proportion of our sample population," he said.

Another group of nutritionists consider malnutrition so prevalent as to "constitute a danger to the nation." They said that ill-nourished mothers give birth to ill-nourished children and, among poor families that produce 20 per cent of all the nation's children, the odds are three to five times as high that a child will be mentally retarded.

Hunger accompanies poverty, and to eliminate poverty would be to eliminate hunger. Poverty, however, is a complicated collection of problems, and hunger—when it is not considered a dragon—is nothing more than an empty ice box. It is amenable to immediate improvement because American agriculture produces more than enough food to go around. The nation needs a better distribution system, that's all.

Hunger can be eliminated. The Nixon Administration's delayed action and still inadequate response can be accelerated and expanded, and the nation's millions of poor—its endangered children and its abused elderly, its Mrs. "Addersons"—can emerge from their shadow worlds. Success can come, not because "hunger knows no politics" (as Senator McGovern once proclaimed in a lofty absurdity), but because it does know politics. It knows the public spotlight.

Dismissed recently by Harrington as simply too incredible in a generally prosperous land, hunger has now been exposed as disgracefully prevalent and as fully deserving of Steinbeck's Depression era terms: "a crime" and "a sorrow" and "a failure." Hunger in America knows a growing public outrage that could become a profound political force. Hopefully, it will. For if it does, it will prevail.



"Watch the shrimp dip."

for newspaper editors and publishers only

2

special features from

Saturday Review

The cultural boom and the educational explosion have created thousands of new readers throughout America for authoritative, incisive, comprehensive news and reviews of all that's new in

Books & Music

Saturday Review's syndicated services for newspapers provide exclusive, original reviews, interviews, personality profiles, news and inside gossip from the worlds of books and music, authors and composers, publishers and performers for your readers every week.

Both exclusive services, written and edited under the supervision of SR Music Editor, Irving Kolodin, and distinguished book critic, John Barkham, are fully illustrated.

Reasonable rates — Territorial exclusivity

More than 40 satisfied newspapers now subscribe.

For details, write, wire or telephone.

Saturday Review Newspaper Syndicate

380 MADISON AVENUE, NEW YORK, N.Y. 10017

Yes, please send, without obligation, sample packet of Syndicate material.

Name_____

Newspaper_____

Address_____

City_____

State_____ Zip_____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

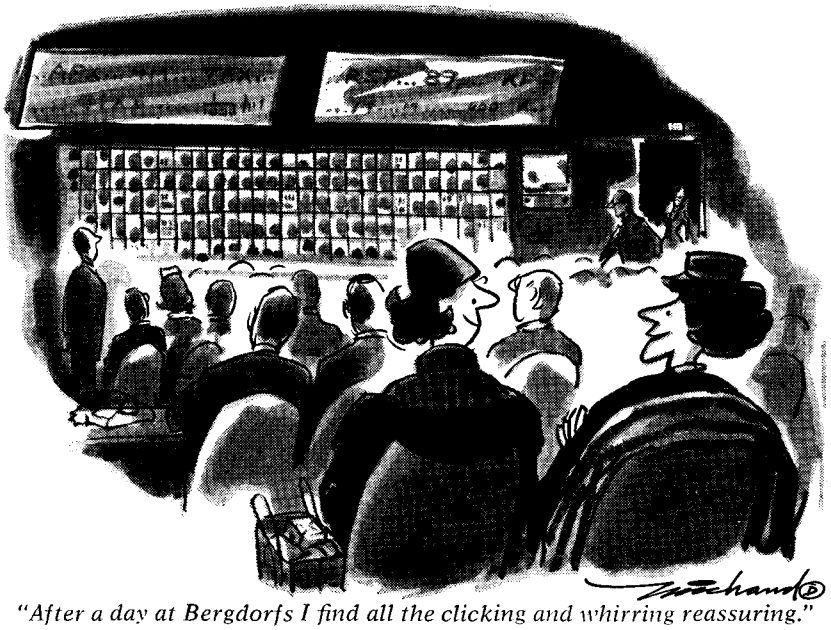
Cannes

Continued from page 23

only under French auspices. Apparently the content of the film was worrisome. It concerns the vicissitudes of a painter-monk in fifteenth-century Russia who attempts to wrest some kind of artistic meaning from a sordid, brutal, and ignorant age. Perhaps the picture does dwell too insistently on the ugliness of the period—on its fanaticism, its violence, its filth, its irreverence toward life. But there is no denying *Roublev*'s poetic quality, its fascinating attention to detail, its powerful vision. One comes away shaken and moved.

While all this was unspooling at the Palais, other pictures were being screened full tilt in the smaller theaters of Cannes. Every day a reporter had to choose from a multiplicity of options and hope that he was not missing an unheralded masterpiece. Sometimes the choice was easy. Who would have ignored an advance look at Ingmar Bergman's latest film, for example? *The Rite* was actually made for presentation on Swedish television, but is now to be released for worldwide distribution in regular theaters. Never has there been a less cinematic picture. *The Rite* is composed like a play in a series of individual scenes, with an almost stationary camera and without any music except for a few discordant notes from a twangy piano. The cast consists of four characters—a trio of itinerant performers and a judge who is conducting an investigation of their supposedly obscene act and whose defenses slowly crumble the deeper he delves. Like so many of Bergman's films, *The Rite* speaks powerfully of alienation, of the barriers to human communication, of man's hidden lusts and insecurities and unacknowledged fears. Another picture not to be missed was the Swedish feature *Duet for Cannibals*, written and directed by Susan Sontag. Again the cast of players is limited to four—this time an exiled German political leader, his half-mad wife, and a young Swedish couple who swim into their kooky orbit. The story is chaotic and capricious, and it is sometimes hard to separate the satiric from the grotesque, but Miss Sontag is careful not to bore.

Nobody was quite sure that this year's festival would end as peaceably and uneventfully as it did. After last year's debacle, a good many people were persuaded that Cannes would never regain its position as the prime international showcase for new films. They were wrong. The 1969 festival attracted more presentations and more people than ever before. But the tone was somewhat muted. One looked in vain for near-naked starlets on the beach or for ultra-lavish displays of champagne and caviar. Cannes was taking itself very seriously. Perhaps the knitted brow was a little too severe when it came to selecting the official entries. Not one picture in the entire line-up could have been termed really funny or frivolous or lighthearted. Admittedly, we live in violent times. But this observer found an excess of brutality at Cannes, which reached its apogee in an almost ludicrously bloody film from Brazil entitled *Antonio-das-Mortes*. Granted that the cinema is an art form sensitively responsive to the state of mankind, it should still provide us with the blessing of diversion from time to time. Had it not been for the sun, the tangy Mediterranean air, and the dry *rosé*, one would have left Cannes this spring in a pathetic state of gloom.



"After a day at Bergdorfs I find all the clicking and whirring reassuring."

CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted, personal services, literary or publishing offers unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of Saturday Review. Rates for a single insertion, $1.00 per word, 10-word minimum. Count 2 extra words for Box and Numbers. Rates for multiple insertions:—52 times 88¢ per word each insertion; 26 times 91¢ per word each insertion; 13 times 94¢ per word each insertion; 6 times 97¢ per word each insertion. Full payment must be received eighteen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address Classified Department, Saturday Review, 380 Madison Avenue, New York, New York 10017.

LITERARY SERVICES

MANUSCRIPT TYPING. Also tapes. Ambassador Office Service, 10 East 49th Street, NYC 10017. PLaza 5-1127.

RESEARCH, WRITING, INDEXING for business, professional people. Researchers Associated. Box N-680.

WRITERS UNLIMITED. Complete writing services by experts: sonnets . . . speeches . . . ceremonial verses . . . articles . . . special letters . . . annual reports, etc. P.O. Box 7119, Richmond, Virginia 23221.

RESEARCH, writing, translations expertly done. All topics. Reasonable. Professional author. Box N-693.

BOOKS

FIRST EDITIONS. rare books: Catalogues for year $1.00 (refundable). Libraries purchased. Minkoff, 28 Wildwood Drive, Great Neck, N.Y. 11024.

PAPERBACK CATALOGUE. 270 pages, 15,000 titles, subject indexed. $1.00 credited toward order. Visit and save! N.Y. Book, 4C West 43rd Street, NYC 10036.

OUT-OF-PRINT BOOKS SUPPLIED. Kendall Gaisser, Booksellers, 1242 Broadway, Toledo, Ohio 43609.

ORIENTALIA, 11 East 12th Street, NYC 10003. Catalogues, 10¢ each: #1. Middle East; #2. Far East; #3. Languages; #4. India.

QUALITY USED PAPERBACKS. Free lists. Harco, Box 52-SR, Carmel, Indiana 46032.

SAVE TO 84% on publishers' overstocks. Free catalogue. Reader's Service, 1060 Twin Silo Lane, Huntingdon Valley, Pennsylvania 19006.

SEMANTICS. World's most complete stock of books. Free catalogue. ISGSs, 540 Powell, San Francisco, California 94108.

FREE LIST of low cost popular books. Success, Happiness, Personality, Wealth, Personal Problems. Gilbert Gifts, 23-06 21st Street, 11, Astoria, New York 11105.

FRENCH BOOKS

THE FRENCH BOOKSHOP. 700 Madison Avenue (62nd Street), NYC 10021, where French books are sold exclusively. List sent on request.

BOOKPLATES

FREE CATALOGUE—Many beautiful designs. Special designing too. Address BOOKPLATES, Yellow Springs 7, Ohio.

UNIQUE GIFT for all occasions. Handsome antique or contemporary bookplates. Personal Imprints. Free Catalogue. Berliner-McGinnis, Box 5B, Nevada City, California 95959.

OUT-OF-PRINT

NAME THE BOOK. We'll get it! Free search service. CHICAGO BOOK MART, P.O. Box 613-B, Chicago Heights, Illinois 60411.

TAINTER'S CHICK BOOKSHOP, Temple, N.H. Books on anything and everything. Try our search service for that certain book.

CAN'T FIND THAT BOOK? Personal worldwide book search for hard to find books. Write M. C. Wilson, P.O. Box 25117, Los Angeles, California 90025.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

OUT-OF-PRINT

CINEMA, OLD-NEW. Monthly Catalogue. Del's, 12725-G Flatbush, Norwalk, California 90650.

CAN'T FIND IT—try us. The Quarterdeck, 14 Carroll Road, Woburn, Massachusetts 01801.

YOU NAME IT—WE FIND IT. Satisfaction guaranteed. INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California 90212.

PERIODICALS

IMPROVEMENT OF UNDERGRADUATE EDUCATION is our commitment. Join us. Four issues: $4.00; sample: $1.25. "New Directions in Teaching," Bowling Green State University, Bowling Green, Ohio 43402.

BACK NUMBERS

BACK DATED MAGAZINES! Send needs. Midtown, Box 917-SR, Maywood, N.J. 07607.

ART

ORIENTAL FINE ART. Reproductions of famous masterpieces. FREE literature. Otsuka Kogeisha, P.O. Box 2753, San Francisco, California 94126.

"GETTING STARTED IN STAINED GLASS." 25¢. Whittemore, Box D2065, Hanover, Massachusetts 02339.

COLLECT ORIGINAL, SIGNED ETCHINGS and lithographs by America's foremost artists, including Dobkin, Florsheim, Greenwood, Hirsch, Landau, Margulies, Raphael Soyer. From $15. Free catalogue with 47 illustrations. (Mail 25¢ for handling.) Associated American Artists, Studio 8, 663 Fifth Avenue, NYC 10022.

DALI, MIRO, CHAGALL: Illustrated brochure etchings, lithographs, 50¢. Atlas Arts, 485 Fifth Avenue, New York, N.Y. 10017.

RECORD MART

FREE 40 PAGE CATALOGUE offers hundreds of recordings of rare Renaissance, Baroque and Classical music. Some records priced as low as $1.00 each! All late recordings in stereo only. MHS RECORDS, Box 932 SR, New York, New York 10023.

HISTORICAL REISSUES BY HELIODOR—Works conducted by DeSabata, Furtwaengler. Ask for catalogue containing many fine imports. BREMEN HOUSE, 218 East 86th Street, NYC 10028.

UNPOPULAR NON-CLUB offers LP immortalities at a pittance. "Masterpieces in the Mail" presents major labels and special "finds" in entertaining format. For free subscription write Dept. SRC, The Record Hunter, 507 5th Avenue, New York, N.Y. 10017.

MUSICAL INSTRUMENTS

HARPSICHORDS with the most fascinating sound by North America's leading builders, Sabathil & Son, 1084 Homer, Vancouver, B.C., Canada.

MUSIC BOOKS! PLAYER piano rolls and parts! Golden Rule, Box 28-E6, Prospect Heights, Illinois 60070.

HARPSICHORDS, CLAVICHORDS—Fantastic tone, modest prices. de Angeli, Box 190, RD 1, Pennsburg, Pennsylvania 18073.

RECORDERS—FINEST MAKES. Largest music selections. Free catalogue. RECORDER CENTER, Amenia, N.Y.

BECHSTEIN—Expensive—yes—and no. Inquire collect: John Wanamaker Philadelphia, Piano Imports, 215-563-6555.

LANGUAGES

WORLD PEACE REQUIRES ESPERANTO. Text, record loaned Free. Esperanto Library, Dept. SR, Middleton, Wisconsin 53562.

COLOR SLIDES

35mm COLOR SLIDES, 10,671 individually sold, described encyclopedia-catalogue. 10¢. Wolfe Worldwide, Dept. 7-69, Los Angeles, California 90025.

ADULT EDUCATION

SUMMER PHOTOGRAPHY: 9 one-week workshops; accelerated 2-month general course. Germain School of Photography, Room 13, 225 Broadway, New York 10007.

WORKSHOPS IN COUNTRY LIVING—Property Hunting—Simple Housebuilding—Food Producing—Earning Livelihood. Write . . . Learning Country Skills, P.O. Box 4410, Rochester, N.Y. 14613.

TEACHER INSTITUTES

MONTESSORI CENTER of New Jersey, two-year evening Training Course leading to Association Montessori International diploma. Call 201-672-7363.

SUMMER INSTITUTES

INTERNATIONAL EDUCATION IN THE U.S. Youth, 16-20, learn from Ph.D. candidate foreign instructors about their peoples of Africa, Asia, Latin America and the Middle East at the SUMMER INSTITUTES OF NATIONS. A series of three week outdoor educational and recreational sessions both in the mountains of California and lake country of Indiana. Meaningful and relevant. 8th year, nonprofit, tax exempt. Applications now being received. Nations, Inc., Box 1146, Berkeley, California 94704.

1969 SUMMER ADULT INSTITUTES—Brandeis University. "Man as an Individual"— July 27th-August 2nd. "Institutions and Corporate Man"—August 3rd-9th. For further information, write to: SR, Office of Adult Education, Brandeis University, Waltham, Massachusetts 02154.

GENERAL SEMANTICS Summer Seminar Workshops. Integrative methods combining theory with practise for professional and personal life. Individual and group involvement: verbal, nonverbal, sensitivity and encounter groups, here-now. One or two weeks: Banff; San Diego; Denver; Edinboro, Pennsylvania. Information, dates: Institute of General Semantics, Lakeville, Connecticut 06039.

SUMMER SCHOOLS

SUMMER GUIDANCE & STUDY INSTITUTE—June 30th-August 16th. Unique, individualized Vocational and Educational Career Plan determines realistic goals for boys in grades 7-12. Accredited college-prep courses in English, 3 languages, sciences, math, history. Remedial Reading. Classes limited to 5. Driver Education. Broad cultural program. Swimming, golf, tennis, riding and other recreational opportunities in White Mountains vacation area. Inclusive fee covers everything. Scholarship aid available. Director: John H. Flynn, Fryeburg Academy, Fryeburg, Maine 04037. Tel. 207-935-2040.

CHAPEL HILL SUMMER SCHOOL. Girls. Boarding. Grades 7-12. Advanced review courses in regular subjects. Remedial Reading, Math. Art Workshop. Typing. Driver Education. Excellent library. Afternoon activities include riding, swimming, sports. Mr. S. A. Ericksen, 327 Lexington Street, Waltham, Massachusetts 02154.

STRICTLY EARTHY PAINTING in heavenly surroundings. Room, board, techniques. Brochure. BLUE RIDGE ART SCHOOL, Route 7, Roanoke, Virginia 24018.

SUMMER TUTORING for Cape Cod vacationers. Experienced preparatory teachers. Box J, Osterville, Massachusetts 02655.

SCHOOLS

CAPE COD PREPARATORY. If your son is FAILING or not working to his POTENTIAL, why not consider a private school that specializes in working with motivation problems and the bright underachiever. Grades 9-12 and P.G. ACCREDITED. Outstanding college placement record. Beautiful campus. Oceanography. Water sports. Robert S. Faria, Headmaster, Mashpee, Massachusetts 02649. Tel. 617-428-8323.

STUDY-TRAVEL-COMMUNITY SCHOOL—For teenagers who want control over their education—the world as their classroom. Dick Hiler, Box 201, Putney, Vermont 05346.

BOYS ARE INDIVIDUAL. At Perkiomen they won't get lost in the crowd. In small classes, grades 9-12, boys receive sound college preparation, enjoy individual attention. Graduates attend leading colleges. Sports for all. Social activities. Coed summer school. Catalogue: Director of Admissions, Box F, Perkiomen School, Pennsburg, Pennsylvania 18073.

SCHOOLS

LEARN PUBLIC RELATIONS—see "PERSONALS."

IS YOUR CHILD'S LEARNING being frustrated?—Pinehenge School, based on the community philosophy of A. S. Neill's Summerhill, offers a creative, stimulating, academic environment. Coed, boarding, ages 6-18. Pinehenge, call 207-583-4423.

WHY WAIT UNTIL COLLEGE for an education? Assumption wants students searching for quality. And it shows. In the curriculum. In the faculty. In its stress on discovery. Assumption asks a little more. Because it gives a little more. Fully accredited. Boys grades 9-12. Also pre-prep. Conducted by Assumptionists. All denominations welcome. Write Admissions Office for catalogue S, Assumption Preparatory School, Worcester, Massachusetts 01606.

MANLIUS SCHOOL. Accredited college preparation. 100th year. Grades 8-12. ROTC develops ability, initiative, integrity. Reading. Study Skills. Varsity, intramural teams, all sports. Gym, Golf, Skiing, Band, Glee Club, Art, Music, Social Activities. Driver Education. New Dorm. Nonsectarian. Also Summer School-Camp. 130 acre campus near Syracuse. Write: Major H. G. Cantrell, 13 St. John Avenue, Manlius, N.Y. 13104.

WOODWARD ACADEMY—Formerly Georgia Military Academy. Since 1900 a challenging prep school in suburban Atlanta emphasizing the art and skills of "thinking things through." Grades 6-12. $4½ million plant, new chapel, indoor pool. Air-conditioned, carpeted classrooms. Modern teaching aids (closed circuit TV, computer). Small classes. Fully accredited. Nonmilitary. Catalogue.. Box 87190-F, College Park, Georgia 30337.

JUDSON IN ARIZONA. Boarding. Fully Accredited. College Prep and General Courses. Coeducational. Healthful desert climate, Grades 5-12. Informal western life. Small classes. Excellent staff. All sports. Horseback riding. Art. Music. Brochure. David D. Wick, Headmaster, Judson School, Box 1569, Scottsdale, Arizona 85252.

SCHOOL AT KIRKRIDGE—On Appalachian Trail overlooking Poconos. Opening this fall. Grades 10-11, boarding 20 boys, 16 girls. Intercultural, venturesome, nondenominational and widely ecumenical, related to Kirkridge retreat-and-study center founded 1942. All-teach-all-learn community including expert teachers for college preparation, social relevance, late-teen self-realization. 85 miles from Manhattan and Philadelphia. Write SCHOOL AT KIRKRIDGE, Box 2, Bangor, Pennsylvania 18013. Phone 215-581-8954.

PIONEER YEARS (2nd) preparatory school which combines scholarship with adventure, work, involvement, creativity. Staff background: Foreign Service, business, education, Peace Corps, salting Peace Corps approaches (Spanish study in Mexican village) into standard pedagogy. Mountainous campus former Peace Corps training site. Near Dartmouth. Challenging birth with advantageous scenery . . . all secondary to warm, outstanding education. Vershire School, Vershire, Vermont 05079. 802-685-4547.

COLLEGES

GERMANY — SCHILLER COLLEGE — see "STUDIES ABROAD." Language—Literature—Art.

AT FRANKLIN PIERCE we expect you to find the answers. In the new $1 million library. From the 60 dynamic faculty members. Along with 900 other inquisitive young men and women working for B.A. degrees in Liberal Arts. Fully accredited. Winter sports. Catalogue: Franklin Pierce College, Admissions Department R, Rindge, N.H. 03461.

COLLEGE DROP-OUTS: We concentrate on the educational redevelopment of selected students, including poor achievers, with unrealized learning potential. Educational Development Center, 23 Adelbert Street, Berea, Ohio 44017. Dept. SR.

MARK HOPKINS COLLEGE is now considering applications for September admission from young men and women eager for a new learning experience. Brattleboro, Vermont 05301.

LOOKING FOR THE OUTDOOR TYPE? They all come to Belknap in the New Hampshire mountains for their A.B. degrees. For a top liberal arts education. And the opportunity to ski, climb mountains, and join in activities from soccer to reporting. Women only: medical laboratory technology program with year at nearby hospital. Write catalogue J, Belknap College, Center Harbor, N.H. 03226.

FOR THE GOURMET

DELECTABLE CHIP-DIPS from Maine! Ask shops for Look's "Atlantic" Brand Lobster Dip, for example. Look Canning, East Machias, Maine.

(Continued on page 90)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CLASSIFIED

(Continued from page 89)

PERSONALS

ASPEN SCHOOL of Contemporary Art—Film, Photography, Poetry, Prose, Painting, Drawing, Sculpture Workshops. Stimulating summer Colorado Rockies. Write: Box L-275.

GLOVE CLEANING BY MAIL. $1.00 pair. Free glove mailing envelope. Roblin Leather, 190 Glencove Avenue, Glen Cove, N.Y. 11542.

HARPSICHORD—Same as owned by Philadelphia Orchestra and RCA VICTOR. In kit form for home workshop assembly, $150. Clavichord kit, $100. Free brochure. Write Zuckermann Harpsichords, Dept. S, 115 Christopher Street, NYC 10014.

THE ACHIEVEMENT OF EXCELLENCE IN WRITING: Professional. Executive. Academic. Address: Director, Professional Communication Center, 745 Fifth Avenue, New York 10022.

"THE LITTLE OLD LADY with the Irish Tweeds" will be happy to show you her large collection of AVOCA and MILLAR handwoven tweeds, and other uncommon fabrics. CAROL BROWN, Putney, Vermont 05346.

ENJOY LEARNING AND WORKING in the informal atmosphere of Goddard Arts Center. Recorder with Bluma Jacobs, Violin with Dorothy Bales, Viola with Betty Deveau. Plan to stay a week or longer in the Vermont hills. Discover or develop your abilities in recorder and chamber music, Lieder, vocal ensemble, keyboard, painting, life drawing, sculpture, ceramics and jewelry as well, all with skilled artist-teachers. For further information, write Ray McIntyre, Director, Box S, Goddard Arts Center, Goddard College, Plainfield, Vermont 05667.

TOP CASH PAID for letters and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure, "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 53rd Street, NYC 10022. 212-EL 5-3464-5-6.

WANTED — Information on Centenarians. HD Books, 4644 Geary Boulevard, San Francisco, California 94118.

NEUPERT HARPSICHORDS, CLAVICHORDS. Oldest, finest. Free catalogue. MAGNAMUSIC, Sharon, Connecticut 06069.

PROTECT YOUR HEALTH ABROAD—Exclusive Worldwide Medical Directory. Over 500 select English speaking Doctors; set fees; 24 hour service; check cashing privileges; valuable overseas health information. Send $4.00 to Omni-Med, 217 South 7th Street, Springfield, Illinois 62701.

KODACOLOR PRICE-BREAKTHROUGH—Perfect prints, 8 or 12 exposure rolls $2; 20 exposure, $3. Full credit unprintable negatives. Money-back guarantee. Plus postage paid both ways. Send $2 and film; write for mailer. Mystic Color Lab, Box S-144, Mystic, Connecticut.

OVERSEAS POSITIONS offer high salaries, free travel. Comprehensive new "Guide to Employment Abroad" covers all possibilities, 60 countries. Includes exclusive "Directory of American Companies Overseas" and special reports on summer jobs, government careers, international organizations, medical work, teaching, librarian, secretarial, newspaper and social work overseas. $2.00. Satisfaction guaranteed or payment refunded. Hill International Publications, P.O. Box 79-X, East Islip, New York 11730.

"EXPLORATIONS"—Magazine of existentialism, humanistic psychology, Zen, psychotherapy, mysticism, personal growth, self-discovery. Box 1254, Berkeley, California 94701.

KENNEDY '72 bumper stickers 4/$1.00, buttons 5/$1.00. Drum, Box 609-S, Fairfield, Connecticut 06430.

BLUE GLASS LINERS for silver saltcellars, condiment holders. HESS REPAIRS, 168 East 33rd Street, NYC 10016.

SOCK IT TO ME—over 225 underground buttons 1/25¢, 5/$1, 50/$5, 125/$10 and 1,000/$75. Bumper stickers, beads and jewelry, too. Free catalogue to all! Stores: free sample. Big-Little Store, 1077 Mission, San Francisco, 94103.

GOING AWAY? Responsible young couple will mind house in Boston, Massachusetts. 25 year old law student and secretary wife. Handy at repairs, gardening, etc. References. Box P-60.

COUNTRY APRONS, INDIAN MADE—Full aprons in checked high quality gingham, carefully handmade by Tewa Indian women. $3.85 each. San Juan Mercantile Co., San Juan Pueblo, New Mexico 87566.

PERSONALS

A GENUINE COLLECTOR'S ITEM FOR $5? Absolutely! The beautiful closing program distributed to the last audience at the old Metropolitan Opera House on Broadway and the magnificent gala opening-night program of the new Metropolitan at Lincoln Center. Mint condition. Packaged together in polyethylene for your library or as a gift. Only a limited supply left. After that, no more. Postpaid. Check, money order to METPROGRAM, 19th Floor, 380 Madison Avenue, New York, N.Y. 10017.

LAURELTON HOME FINDING SERVICE. Had enough? Tired of high rents? Yearn for country living within the city? Want to feel the crunch of autumn leaves on tree lined streets? The smell of apple blossoms in spring? The glisten of reflected lights in the snow? The calm of a lazy unhurried summer day? Come to Laurelton, Long Island . . Near all economical transportation to the city . . Low city taxes mean big savings . . Free City Colleges mean savings in $ . . No high rise apartment buildings . . All types of homes: Cape Cods, English Tudors, Ranches, Stuccos, etc. . . Homes priced from $17,000 to $50,000 . . Excellent shopping centers . . Variety of synagogues and churches . . Community organizations abound . . Knights of Pythias, Volunteer Ambulance Corps on 24 hour duty, B'Nai Brith Lodge, Golden Age Group, Community Concerts, American Veterans Committee, Jewish War Veterans, etc. Sponsored by the religious and community minded organizations in Laurelton. All services voluntary! Call 212-528-5500 weekdays and Sundays. CALL NOW!

DUKE AND DUCHESS WINDSOR—6 books, dated '36 to '58. Box P-49.

THE 3-OF-US at MFA pick mutual funds very well. Written up by CLEARING HOUSE, magazine for bankers. Get brochure. Mutual Funds Advisory, 382 Miracle Mile, Coral Gables, Florida 33134.

BIOGRAPHIES. Hitler, Stalin, Cleopatra, Jesus, Five Jewish Heroes. All five, $3. Mercury Books, 1512 Walnut, Philadelphia, Pennsylvania 19102.

HOW TO PLAN an adequate Income For Life. Free information. Inspirational. Practical. Other Self Improvement Books. Write Berton B. Hadley, 624 North Cherry, Galesburg, Illinois 61401.

OLD LETTERS WANTED. Authors, scientists, military leaders, musicians, American statesmen, etc. Collections and important single items bought and sold. Especially interested in literary material. Catalogues issued. Walter R. Benjamin Autographs. 790 Madison Avenue (at 67th), New York 10021. 212-RE 4-3902. Established 1887.

NOW—LEARN PUBLIC RELATIONS at home! For an exciting career—or to improve your own business. Taught by skilled professionals, by mail. Practical, easy; only course of its kind. Write: Dept. RA, American Institute of Public Relations, 141 West Jackson Boulevard, Chicago, Illinois 60604.

RECORDERS (FLUTES) KUENG SWISS import. Purcell, $5, $8.95 up! Student Special. Corelli, $3.95; Recorder Music Methods. Guitar Music. Free catalogue. 6-9-C, HARGAIL, 157 West 57th Street, NYC 10019.

YOU CAN MEET RUSSIANS on July 5th. Citizen Exchange Corps three-week study-exchanges to the U.S.S.R. are open to Americans of all ages and occupations. Leave NYC July 5th, August 2nd and 23rd. CEC, SR 6/21, 10 West 46th Street, NYC 10036/ 212-LT 1-8113.

MANGOS—Aristocrat of tropical fruits, and Persian limes, shipping now through August. Avocados from July 15th. Airport Fruit Shipper, Miami International Airport, Miami, Florida 33159.

AMAZING NEW WAY to own your own business. Send for free copy. Modern Franchising Magazine. 1033-SR First Avenue, Des Plaines, Illinois.

DOMINICA, W.I.—Self-exploration workshop. East-West. SR Box N-689.

DUO-ART PIPE ORGAN ROLLS sought for fine Aeolian residence organ. Box P-17.

COVERED WAGON MOVERS. Competent, experienced, insured. For estimate call Jerry McGruddy, ALgonquin 5-1788 NYC.

RESEARCH, writing, translations, expertly done. All topics. Reasonable. Professional author. Alex White, Allenhurst, N.J. 07711.

SITUATIONS WANTED

LATIN AMERICAN STUDIES—B.A., M.A.T. in history, 5 years experience (2 in Central America), seeks secondary, junior college teaching or writing. Box P-68.

JOURNALIST: Harvard B.A., Columbia postgraduate, seeks assignment in Southeast Asia. Box P-71.

SITUATIONS WANTED

STEWARDESS would like interesting part-time job. Primarily promotion and sales. Box 232, Mercer Island, Washington 98040.

EDIT MANUSCRIPTS—writer—background in arts, especially music—psychiatry, sociology—fiction, textbooks, articles. Expert typist. NYC. Box N-472.

EDUCATED, EXPERIENCED young woman returns July 15th from employment in Scandinavia. Seeks independent, executive assistant/executive secretary position. Theatre background. Box P-72.

MALE, 26, wife and small child, M.A. in English literature, outstanding recommendations, extensive liberal arts and artistic background, seeks teaching opportunity overseas in secondary, junior college, or university level. Responsible, innovative, willing. Box P-55.

PHOTOGRAPHER-BIOLOGIST-TEACHER, M.Ed. seeks position teaching young people concern for living environment. Box P-79.

ARCHITECT/PLANNER, 40, seeks overseas or domestic employment in environmental planning. Wife, executive director community action agency, with journalism degree, seeks work in information services, community development, international foundation. Box P-82.

MOTHER'S HELPER—Cape Cod. Student, lives Chatham. June-Labor Day. References exchanged. Box P-61.

WOMAN, 32, interested in position caring for young children, traveling or abroad. Box P-84.

ADMINISTRATOR AND COUNSELOR: Seeking challenging position in educational field working with community groups and boards of education. Box P-73.

TEACHER, DESIGNER-DIRECTOR of antipoverty educational and training programs; M.A.s philosophy, theology. Seeks challenging position teaching or directing educational programs. Box P-59.

LIBRARIAN (A.M., M.L.S.) approaching retirement, wishes to advise on technical processes, especially mechanization. Box P-66.

FEDERAL PROJECTS, preparation, evaluation, consulting, public schools. Experienced. Box P-52.

RESEARCHER-TRANSLATOR, German, French, English, seeks creative future with NYC area publisher. Europe and U.S. educated. Immediately available. Box P-75.

COPY GROUP HEAD available in San Francisco. Experience rich in computers, aerospace, electronics. Resume and samples on request. SR Box P-53.

FEMALE, 23. B.A., fluent German, seeks summer employment, U.S. or Europe. Box P-64.

MATURE EXECUTIVE. Administration, sales, service. Seeks post as teacher or administrator. East Coast. Private teaching experience. B.B.A. degree. Box P-74.

EDUCATOR, 16 years experience, desires state, local directorship art, elementary, instruction. Box P-83.

MALE, 36, college graduate, widely traveled, languages, cultural interests, seeks position as private secretary. Box P-70.

EX-JOB CORPS COUNSELOR seeks counseling, guidance or social service position. M.A. equivalent, 5 years youth guidance experience. Box P-51.

EMPLOYMENT OPPORTUNITIES

YOUR GLOBAL ADVENTURE. Largest journal of actual positions for teachers, administrators, students, librarians, scientists, etc. NOT just a list—includes specific U.S. and foreign positions open now. Includes summer jobs. Approved since 1952. RUSH $2.00 for current issue. Yearly membership $6.00. Manual, "Teaching Opportunities in England," $1.00 or FREE with yearly. Advancement Institute, 171 North 9th Street, Brooklyn, N.Y. 11211.

CLINICAL PSYCHOLOGIST — Comprehensive medical care project for children. Requires full time. M.A. level psychologist (preferably Spanish-speaking) to do diagnostic evaluation on children and adolescents. Work with medical team in consultation, and do school and agency referrals. Some psycho-therapy with children. Salary $10,000. Position available 6/69. Send curriculum vitae to: Mrs. Lenore Gruen, Comprehensive Child Care Project, 56 East 167th Street, Bronx, N.Y. 10462. An Equal Opportunity Employer.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EMPLOYMENT OPPORTUNITIES

PRIVATE, COED LIBERAL ARTS college, midwest, seeking woman Ph.D. for political science faculty. Reply: Box N-552.

TEACHER OR SUPERVISOR or Athletic Director to assist with administration of boarding school for boys. Saint James School, Berlin, Connecticut 06037.

HELPER for recently widowed lady in mid-seventies. Some personal care, simple cooking. Florida Keys winters, Central Massachusetts summers. Must drive. Require pleasing personality, varied interests, references. Salary open. Box P-65.

BOOMING AUSTRALIA wants You! Good jobs. Adventure. Forms and Australian Handbook (1969) describing Australian assisted passage, passport-visa, advantages, opportunities. $1.00 Buckeye, Box 1032CG, Fairborn, Ohio 45324.

SEPTEMBER COLLEGE TEACHING OPPORTUNITIES. All fields, Nationwide. Master's or Doctorate essential. Write now for application. City-Suburban Teachers Agency, 500 Fifth Avenue, NYC 10036. Phone 212-884-1522.

STENOS, TYPISTS EXPERIENCED needed immediately to work temporarily for Manpower Inc. High hourly rate. See telephone directory for address in your city.

JOBS ABROAD. Year round and summer for young people. Over 15 countries, 9 paying job categories offered. Complete student programs available. For 34 page JOBS ABROAD magazine with applications send $1.00 to: ISTC, Section 2, 866 U.N. Plaza, NYC, N.Y. 10017.

AUSTRALIA WANTS YOU! Government assisted passage. Unlimited opportunities. Latest government information and forms. $1.00. Austco, Box 3623-K, Long Beach, California 90803.

TEACHERS AND ADMINISTRATORS: For over 50 years The Abbott Teachers Agency has specialized in educational placement: Private and Public Schools; Junior-Senior Colleges. Brochure on request. 120 Boylston Street, Boston, Massachusetts 02116.

OVERSEAS JOBS—Europe, South America, Australia, Far East, etc. 2,000 openings all trades. Construction, Office, Engineering, Sales, etc. $400 to $2,500 month. Expenses paid. Free information. Write Overseas Jobs, International Airport, Box 536-U, Miami, Florida 33148.

EDITORIAL ASSISTANT. Suburban Connecticut magazine. Full or part time. Salary open. Box P-69.

MONTESSORI DIRECTRESS — preschool, September 1969. Kenosha, Wisconsin. SR Box P-81.

IDEALISTIC OFFSET PRESSMAN wanted by printing company in unusual, progressive college community. Many staff members are actively interested in peace, civil rights and economic democracy. A person needed to be responsible for high quality, relatively small scale, offset production from stripping and platemaking to four color process work. Considerable experience valuable. Write: Lee Morgan, Antioch Bookplate Company, Yellow Springs, Ohio 45387.

DIRECTRESS—University of Wisconsin YWCA. Programming, finance. 306 North Brooks Street, Madison, Wisconsin.

ASSISTANT NEEDED for project in special service elementary schools: Curriculum development, research utilization, and observation skills; also, political sensitivity required. Box 102 TV, Columbia University, NYC 10027.

SUPERINTENDENT OF SCHOOLS — Dover-Sherborn School System (near Boston). 2,000 students, K-12, 6 schools, Apply Mrs. E. Yancich, Superintendency Committee, 26 Old Orchard Road, Sherborn, Massachusetts 01770.

EDITOR-CONSULTANT for unusual new publisher—we won't compromise to win the big adoption. Social studies teaching, urban problems background, to develop specialized curricula for large cities. CSCS, Inc., 60 Commercial Wharf, Boston, Massachusetts 02110.

HOUSEKEEPER — Kind, intelligent, active. 3 small children in family involved in many interesting activities. Montclair, N.J. and Cape Cod. SR Box P-56.

BUSINESS MANAGER or Financial Director. Applicants are being sought by the DuBois Area School District. Salary open. Send applications to: Rev. S. D. Sigler, Secretary, DuBois Area School District, 620 Chestnut Avenue, DuBois, Pennsylvania 15801.

HOUSES AVAILABLE

For Sale

HILLSBOROUGH, CALIFORNIA—Exciting, contemporary redwood home. 4 bedrooms. Studio. On beautiful creek. 1⅜ acres. $175,000. 203-364-5684.

LIDO BEACH, one hour NYC, architect designed, custom built. 100 yards to private beach. Living room with fireplace, 4 bedrooms, 3 baths, maid's quarters, den, porch with ocean view. $66,000. 516-432-7429.

ANTIQUE LOVERS DELIGHT—Roslyn, N.Y. Charming clapboard cottage, 7 rooms, modern bath. Features beamed ceilings on first floor. Easy to care for grounds. Walking distance to village. $45,000. 516-MA 1-0839.

POCONOS—Lovely home winterized, heated pool, all conveniences. 3 acres, Box P-45.

For Rent—Furnished

MID-AUGUST 1969 to July, 1970. In attractive Long Island suburb, 45 minutes from NYC. 3 bedrooms, all appliances. $450 per month. Box P-67.

MALTA—Charming 4 bedroom, 2½ bath, modern house in quiet village. Available October-March. Serviced. $100 weekly. 212-282-9207. SR Box P-80.

ITALY—Island of Elba. Modern villa—large garden, all conveniences. Sleeps 6. 200 yards from lovely deserted beach. Monthly $550, weekly $175. SR Box P-62.

ST. THOMAS, VIRGIN ISLANDS. Architect's 3 bedroom beachfront house surrounds private atrium with pool. Summer, winter rates. 212-BU 8-5761.

CREATIVE SOLITUDE. Secluded on shore of mile long private lake amidst large estate, 1 hour from NYC. Charming 2 bedroom cottage, sun porch, large kitchen, living room, garage. Seasonal or year round. References required. Phone 914-753-5228 or write Box 45, Sloatsburg, N.Y. 10974.

For Summer Rental

OCEANFRONT, NEW, MODERN 3 bedrooms, 2 baths, fireplace, wide porch. Lounge, restaurant and pool nearby. Spectacular location. $2,000 per month. July and August, $1,000 September. Mrs. M. P. Weare, The Cliff House, Ogunquit, Maine 03907.

COSTA DEL SOL, SPAIN—Attractive 2 / 3 bedroomed villas still available near Estepona, Costa del Sol, Spain. Well furnished, right on beach, all facilities. SR Box P-44.

ANN ARBOR, MICHIGAN, 3 bedroom home, July and August, $350 month. Candace Snyder, 2631 Devonshire, Ann Arbor, Michigan 48104.

STARKSBORO, VERMONT—For one or two families to enjoy. Rough farmhouse at edge of national forest. Mountain view. 3 bedrooms, 1½ baths, 10 bed dormitory. For summer $1,000. Phone: 802-388-2100.

SWANS ISLAND, MAINE—Newly furnished 5 room home on harbor. Weekly. 717-872-7510.

ENGLAND—Architect's unique home. Near Southport. 212-UL 9-4044.

For Fall Rental

HULETTS, Lake George, New York. 5 bedrooms, boats, tennis. Available September 9th. Box P-76.

HOUSES FOR EXCHANGE

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write Box 555, Grants, New Mexico 87020.

CASTLE IN SPAIN—Cullera, Valencia, oceanfront 3 bedroom penthouse furnished, mountain backyard; for rent—or exchange comparable NYC area weekend country retreat. Phone 212-877-6052 or SR Box N-694.

HOUSE WANTED

For Summer Rental

ENGLISH FAMILY wishes to rent large house, ocean, East Coast, July. Box P-77.

HOUSE/APARTMENT WANTED

For Summer Rental

FAMILY 5, Washington, D.C., August. Hugh Rudorf, University of Nebraska, Lincoln.

APARTMENTS AVAILABLE

For Rent

Furnished/Unfurnished

ITHACA, N.Y. Walk to Cornell campus for lectures, concerts. Fairview Heights . . . a new environment for living designed by Marcel Breuer. Write to Fairview Associates, 100 Fairview Square, Ithaca, N.Y., or call Mr. Sullivan, 607-AR 2-3420.

For Sale/Rent

PALMA, MALLORCA, condominium apartment, luxuriously furnished, large living room, 2 bedrooms, bath, kitchen, modern conveniences, seaview terrace. 2 blocks from beach. Available September 15th for sale, $15,000, or rental at $100 per month. SR Box P-16.

For Summer Rental

LONDON, ENGLAND, convenient 5 rooms, from July 19th, 2 months, $235 month. SR Box P-85.

SPAIN, MAJORCA, seaside 2 bedroom apartment. July, August. $350 month. Candace Snyder. 2631 Devonshire, Ann Arbor, Michigan 48104.

APARTMENT WANTED

To Rent—Unfurnished

SR STAFFER'S frenzied need: 3 room rent controlled apartment, NYC, midtown, East side. Box M-201.

PROPERTY FOR SALE

VERMONT REAL ESTATE. All types. Free Catalogue. Eben Brown, Broker, South Royalton, Vermont 05068.

LAND FOR SALE: Northern Vermont beauty available without billboards. Brooks, Views, Skiing, Lake Frontage, Timberland, Farms, Summer or year round residences. Free Brochure. Write Box N-614.

ST. JOHN, U.S. V.I. Spectacular half-acre. Beach, paved road, utilities. SR Box P-63.

PROPERTY WANTED

CATSKILL MOUNTAINS AREA—Rural retirement. Year round, small, usable home. Acreage, view essential. Please be specific. SR Box N-468.

CAMP FOR SALE

CAMP CHAMPLAIN—near Digby, Nova Scotia, where generations of youths have learned the lessons of the SEA. Half a mile of beach along Fundy, steeped in beauty, history and tradition. 50 acres of woodland and playing fields. Great Lodge with massive fireplace, balcony-dormitories, dining room for 100, super-kitchen. Cabins. Swimming pool, Horses. This labor of love, on the part of dedicated Owner, will challenge others who are interested in building strong human beings as well as stern computers. Opportunity for far-eyed investor. $125,000. Chester Real Estate, Chester, Nova Scotia, Canada.

CAMPS

HAS YOUR TEENAGER OUTGROWN "CAMP?" Consider Vagabond Ranch, Granby, Colorado. Ranch-travel-work program, boys 13-17. 23rd summer. Charles D. Pavek, Washington, Connecticut 06793. Phone: 203-868-2162.

INTENSIVE TALENT DEVELOPMENT plus full camp program. International, democratic, integrated. Coed 6-18. Appel Farm Art & Music Center, Elmer 26, New Jersey 08318.

(Continued on page 92)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CAMPS

(Continued from page 91)

SUMMER SHAPE-UPS on Cape Cod. Seascape for overweight girls, 11-18. Lancer for overweight boys, 9-18. Physical fitness under ideal conditions: pool, ocean and lake swimming, scuba diving, sailing, skiing, archery, tennis, riflery. Nutrition re-education and medical care with individual counseling. Monthly winter follow-ups. Brochure SR: J. A. Spargo, M.D., Box 377, East Brewster, Massachusetts 02640. Tel. 617-389-2553.

JUDGMENT RIDGE -Unique camp on thousand acres Vermont mountains. Boys/Girls 8-16. Managed by ex-Peace Corps staff. Unpressured. Unlimited riding if desired ($65 extra). 20 horses. Swimming, guitar, dulcimer, creative arts, sports, farming, construction. Individualized programs from regular to pioneer, etc. A.C.A. accredited. Under 65 camper limit. No poison ivy. RN resident. $650, $375 half season. No tips. Wright, Vershire, Vermont 05079. Telephone 802-685-4547, 4880.

NORTH JERSEY SCHOOLTEACHER, (male) will board 2 teenage boys for summer, private home, lake community, all summer activities. Box P-78.

RETIREMENT LIVING

ABOUT TO RETIRE? Enjoy it with maximum freedom, desired privacy in a gracious suburban-residential setting. Affordable Life Lease, monthly fee provides meals, services, scheduled health care. J. J. Boomgard, Friends Fellowship Community, 2031 Chester Boulevard, Richmond, Indiana 47374.

VACATIONS

MARTHA'S VINEYARD ISLAND. Escape to island pleasure for charm, beauty and friendliness. Lovely old harbor towns, breathtaking scenery, cameo beaches, whispering ocean, towering cliffs, amiable living, all sports. Hotels, cottages, efficiencies, motels, guest houses. Tell us your needs, arrival, length of stay. Martha's Vineyard Information, Vineyard Haven 4, Massachusetts 02568.

INDIAN CAVE LODGE and Cottages. Informal summer resort, directly on lake, planned recreation. Swimming pool. Delicious meals. Cocktails. Supervised children's play. $85 up week, including meals. Color folder, write Dept. 36, Lake Sunapee, N.H. 03782.

HEAR THE WILD LOON—Rustic family accommodations on Indian Lake's wilderness shore, Adirondacks. American Plan. Brochure. 56th year. Timberlock, Sabael, N.Y. 12864.

FLORIDA WITHOUT AGORAPHOBIA. Family efficiencies . . . Atlantic beach, pool, all amenities . . . near Palm Beach yet secluded. Ocean Terrace Motel, Juno Beach, 33403.

UP-ISLAND on Martha's Vineyard, you're away from frantic joy-mills, free as a gull. Picturesque harbor to paint, beautiful beaches, tennis, cycling. Modern cottages (non-housekeeping) for 2 to 6 guests. $16 to $22 per day, per person includes 2 delicious meals. Lower June rates. Open June 14th. D. R. Thompson, Owner-Manager, Menemsha Inn, Menemsha, Massachusetts 02552.

JEWEL BOX ELEGANCE, Lighthouse Inn, 52 room mansion showplace of the shore at New London, Connecticut, 2½ hours from Gotham. Superb food. E.P. Doubles $15 up. Brochure S.

BERMUDA. The White Heron Guest House and Marina on beautiful Riddell's Bay. This gracious old Bermuda mansion offers a quiet, relaxed vacation at reasonable rates. Write for brochure to White Heron, Warwick, Bermuda.

DECLARE YOUR INDEPENDENCE—unshackle the chairs that bind you to your desk—free yourself from the tyranny of the telephone—enjoy the freedom from care that the Magic of Montauk offers. Allow yourselves to be liberated from all arbitrary controls by the 101 souls at Gurney's Inn. Joyce and Nick Monte, Self Styled Liberators. Year Round Headquarters "on the Brink O' the Beach", Montauk, Long Island. 516-668-2345.

ISLAND NEAR SARASOTA—Sort of "South Seas-ish." Luxury motels, beautiful beaches. Chamber of Commerce, Box 188-Q, Longboat Key, Florida 33548.

TIP TOP INN, Cuttingsville, Vermont 05738. Lovely old farmhouse inn at 2000'. View unsurpassed. Brochure.

THE HEDGES, Cape May, N.J. Guesthouse, lovely rooms with TV. Parking. 609-884-3353.

VACATIONS

ERUDITE CLIENTELE, children's haven, informal family vacations. Lake Shore Farm, Northwood, N.H. 03261.

LOVE HAWAII BUT HATE HOTELS? Rent by month a 1-, 2-, 3-bedroom cottage that combines luxurious decor and convenience with simple housekeeping. Private beach property in breathtaking landscape on lovely Maui Island; near golf and shopping. Details, photos: Victor Martin, 1301 Harper, Detroit, Michigan 48211.

SERENE OUTER ISLAND. quiet fourteen-guest inn. Private baths, gas heat. The Golden Gull, Box S, Monhegan Island, Maine 04852.

PELICAN COVE MOTEL AND MARINA—Florida Keys, immaculate oceanside apartments, beach, swimming, fishing, skindiving, tennis, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle, Islamorada. Phone 305-664-2811.

IDAHO MOUNTAIN RANCH. Fishing, Swimming, Riding, Children's Activities. Robinson Bar Ranch, Clayton, Idaho 83227.

BERMUDA—Secluded city accommodations. Inland Guest House, Box 421, Hamilton, Bermuda.

PROSPECT HOUSE HOTEL-Golf Club. Panoramic, cool lakeside setting near Rutland (opposite Alexander Woollcott's Island). Pleasurable dining, unique cocktail lounge. GOLF, fishing, safe beach, boating. Riding, tennis, dancing, movies, antiquing, special events. $76-$105 weekly. The Charles Bakers, Hosts. Reservations suggested. Write for FOLDER. Box 900, Lake Bomoseen, Vermont.

SHIPMATES WANTED—"barefoot" and congenial. Join Schooner Cruises. Remote West Indies, Grenadines, Windwards, Leewards. 11 days, $240. Windjammer Cruises, P.O. Box 120, Dept. 120, Miami Beach, Florida 33139.

BEST FOOD IN VERMONT is found at the Green Mountain Inn in Stowe. Since 1833. Rooms and everything else, too.

HEALTHFUL VACATIONING—Reducing, Fasting. Natural Foods. Brochure: SHANGRI-LA, Bonita Springs, Florida 33923-SR.

INDIA HOUSE, NANTUCKET, MASSACHUSETTS. Attractive turn-of-the-18th-century residence, a comfortable home base for young and old lovers and discoverers of Nantucket. 8 clean, cheery rooms, private baths. 5 minutes to beaches, sailing, galleries, surfing, antiques, tennis. Singles $12, doubles $22-$24 daily E.P. Lower after September 15th. Gourmet breakfasts, dinners from July 4th. Open April-January. 37 India Street. Tel. 617-228-9043. You'll love it!

COCKTAIL LOUNGES. LOUD MUSIC. traffic lights: Interested? Miss the boat as all this remains behind as you vacation ten miles at sea on a serene outer island among softwood forest, majestic cliffs and clean air for all. Brochure. The Island Inn, Box S, Monhegan Island, Maine.

POCONOS—Scenery, serenity, serendipity. Modern housekeeping cottages, pool, family fun. Week, month. Rondan, Swiftwater, Pennsylvania. 212-ES 7-0737.

OVERLOOKING THE BLUE PACIFIC in San Francisco. Residential area. Seal Rock Inn Motel, 545 Point Lobos Avenue, 94121. Write for rates.

EXCITING NORTH WOODS meets man-made luxury at resort lodge and motel. Swimming pool, golf. Excellent meals, cocktails. Airstrip adjoins Sky Lodge, Moose River, Maine.

VERMONT . . . The Beckoning Country—Beauty, history, covered bridges, museums, mountains, lakes, fishing, boating, hiking, auctions, antiques. Most charming, immaculate inn well-maintained. Elevator, sprinkler, swimming pool, chip & putt greens. Exceptional food, beverages, fine service, air conditioning. Near golf courses, chair lifts, library, places of worship, shops, horseback riding. Memorable! Reasonable! Tel. 802-247-5766 or write BRANDON INN, A Vermont Resort, Box 205, Brandon, Vermont 05733.

ONLY 2 HOURS from Boston—90 acre estate. Enchanting combination of sweetly scented pine groves and majestic ocean cliffs. View 7 miles to sea 3 directions. Dinner—Cocktails—Pool—Golf. Nearby Beaches, Theatre, etc. May into October. Ogunquit 5, Maine 03907. The Cliff House & Motels.

COVERED BRIDGE SWIMMING HOLE, Battenkill River fishing, tennis. Real country holiday. Reservations: Mrs. Walter Finney, Grandmother's House, Arlington, Vermont 05259.

VACATIONS

1778 SWIFTWATER INN—POCONOS. Forest walks, streams; country dining; heated pool; no pressure. Box 127, Swiftwater, Pennsylvania 18370.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

SEASHORE RESORT—one of the world's greatest. On picturesque, landscaped acres. 18 hole championship golf course. Heated swimming pools. Championship tennis. May through October. Write The Wentworth, Dept. 23, Portsmouth, N.H. 03801.

13 LUCKY PEOPLE—Thirteen Acres. Thompson Ridge, N.Y. 914-874-2801. Quiet, charming resort. Dietary laws.

A STONE'S THROW from beaches, harbor and shops. This traditional New England hostelry is noted for excellent fare. Nightly entertainment in cocktail lounge. Harbor House, Nantucket, Massachusetts 02554. A Treadway Resort.

WINDHAM HILL FARM—Small, quiet country inn, off beaten path, offering hill-country living, good food, scenic tranquillity. Folder. West Townshend, Vermont 05359.

WHALER'S INNE, Mystic, Connecticut—Inviting, homey, seatown hostelry, walking distance to famed Mystic Seaport marine museum. Doubles $10-$16; 4 persons, $16-$20. Reserve by mail or phone.

LUXURY SCANDINAVIAN VILLAS—St. Thomas, Virgin Islands. 3 bedrooms, 2 baths. Near finest beaches. 212-LE 2-7700.

SOUTHERN VERMONT—Take a country lane up our picturebook hill and discover The North Wind, serene, secluded, hilltop-high. Superior accommodations, imaginative cuisine, relaxed atmosphere. Pool and lake swimming, tennis, riding, golf, archery, summer theatre, Marlboro Music Festival. And—a restful, rustic view from a cool and quiet terrace. From $80 weekly American. Family Plans. Rental chalet. Illustrated brochure. The North Wind, Wilmington, Vermont. 802-464-5416.

STEPHANIE AND PHILIP BARBER invite you to vacation luxuriously, calmly, actively, lazily, musically, flexibly at WHEATLEIGH in Lenox, Massachusetts, where a countess once dwelled. Do write—we'll send the Wheatleigh, the jazz, the folk, the Tanglewood folders, yes.

BEDS TURNED DOWN EACH NIGHT in one of the few small country inns left. Set in a tiny picture-book village. Gardens, tall trees, sweeping lawns. Advance reservations requested. Open year 'round. Betty & Jim Lee, Barrows House, Dorset, Vermont 05251.

SCENIC GRANDEUR. Two 18-hole golf courses. Central touring location. Proven pollen free. Write for folder, Dept. 15, Chamber of Commerce, Bethlehem, N.H. 03574.

SUMMER AT RAINBOW LODGE is. Books, brooks and birds. Meadows, woods and mountains. Cool rooms, private baths. Filtered pool. Modified American Plan. 914-688-7761. Mt. Tremper, N.Y. 12457.

WINDJAMMER VACATION—week aboard auxiliary schooner, "Richard Robbins." Maine bays and islands. Brochure. Capt. George Allen, Blue Hill, Maine 04614.

FLORIDA KEYS IN SUMMER? Positively. Cooled by summer trade winds, Rainbow Bend Fishing Club offers spacious air-conditioned oceanfront apartments, sandy beach. Fish, swim, snorkel, birdwatch, sail. Folder, Box 2447, Marathon Shores, Florida.

WILEY INN—PERU, VERMONT. Relaxing country Inn on 22 acres. Heated Pool. Brochure available. 802-824-6600.

VACATION ABOARD MYSTIC WHALER! Glorious, adventuresome days UNDER SAIL . . . New England coast, summers; Drake's Passage, Virgin Islands, winters. Always smooth sailing. All-new U.S. flag windjammer. Greatest Vacation in America! Brochure: MYSTIC WHALER, Mystic, Connecticut. 203-249-9341.

RUSTIC LODGE on the Green Mountain skyline. Luxury suites, spacious cabins. Swimming pool. Mountaineering and touring center. Now open all year. Long Trail Lodge, Rutland, Vermont 05701. A Treadway Resort.

COMING TO TANGLEWOOD? Single rooms $6.00, double $7.00 per person, 2 day minimum. Mrs. D. F. Davis, Tyringham, Massachusetts 01264.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

VACATIONS

BUSINESS AND PROFESSIONAL PEOPLE enjoy our unique deep woods lakeside location, our fine food, good music, cottage or cabin accommodations and especially congenial companions for rowing, canoeing, swimming, tennis, outdoor buffets, etc. Simple, rustic, relaxing. Off highway, but near Tanglewood. CHANTERWOOD, Lee, Massachusetts 01238.

MOUNT SNOW. Beautiful Vermont vacations for the entire family. Your own vacation home for one week or more at Mount Snow. Includes the use of tennis courts and swimming pools. Furnished Cottage Colony homes including kitchens. 3 bedroom unit $126 per week, $450 per month. 4 bedroom unit $150 per week, $525 per month. For details contact: Cottage Colony, Mount Snow Hotel Corp., Mount Snow, Vermont 05356. Phone 802-464-3331.

MARTHA'S VINEYARD—Secluded country inn on lovely old estate. Pine woods, gardens, orchards. Near beautiful Cove Beach. Rooms with meals. Private baths. 617-693-2298 or 914-476-7803. Lambert's Cove Inn, RFD, Vineyard Haven, Massachusetts 02568.

GOOSE COVE LODGE on Deer Isle, Maine. In East Penobscot Bay. Sailing, fishing, hiking and picnics. Trained naturalist for nature lovers. An artist's paradise. Write for brochure. Dr. R. A. Waldron, Owner-Manager, P. O. Sunset, Maine 04683.

AUTHENTIC TYROLEAN VILLAGE in White Mountains. New $800,000 Alpine Inn, Motel, Family Chalet accommodations. Heated pool. Free golf nearby. Fishing, tennis, dancing. Dining rooms, cocktail lounges. Open year 'round. Mittersill Alpine Inn, Franconia, N.H. 03580. A Treadway Resort.

YORK—4 beautiful, uncrowded beaches, surfing, yachting, boating facilities. Explore historic Colonial village (1653), rugged coastline. "Big A" mountain, Cape Neddick Park with 121 acres, antiques, giftwares. Wonderful accommodations, excellent restaurants. Write York Chamber of Commerce, Box 101, York Beach, Maine 03910.

LAKE MICHIGAN/UNHURRIED FAMILY VACATION 40 acre wooded estate. Untamed sand beach. Children's program. Tennis, pools, bicycles. Barn theatre, concerts, film festival. Resident artist. Sleepy Hollow, North Shore Drive, South Haven, Michigan 49090.

THE HERMITAGE—Secluded, small country inn, a connoisseur's delight. Folder. Wilmington 5, Vermont 05363.

QUIET, ELM SHADED location near ocean, art galleries, shops, wharves. Small inn and motel with or without meals. Open to November. Tuck Inn Lodge, Dept. 2, Rockport, Massachusetts 01966.

THE IMPROBABLE INN for artists (and compatible personnel). Lodging, studios, one-world cuisine. $70 weekly. Bay Street Studio 333, Boothbay Harbor, Maine. Brochure!

CRIPPLE CREEK, COLORADO, romantic, historic ghost gold mining camp. Imperial Hotel features oldest and best gay 90's melodrama theatre, gourmet foods, elegant rooms, also camper trailer accomodations.

GUATEMALA—All expenses—$150 week, couple. Includes room Colonial manse, meals, cocktails, to/from airport, daily trips, Chichicastenango, Lake Atitlan picnic. Write Casa Campana Antiqua, Guatemala.

VACATION WORKSHOPS

MAINE WRITERS' WORKSHOP on lobstermen's harbor. Limited enrollment. Box N-613.

10 DAY RESIDENTIAL WORKSHOP. Site: Simons Rock, Great Barrington, Massachusetts. Emphasis: Montessori, group dynamics, language and math games, educational leadership. Write: Early Learning Training Center. 130 Cherry Avenue, Delmar, N.Y. 12054. Call: 212-MO 6-9064.

STUDIES ABROAD

GERMANY — SCHILLER COLLEGE offers American college students stimulating academic year program in HEIDELBERG (upperclassmen); and in castle near STUTTGART (underclassmen) September-June, $1,950; American credit system; quarter-length European Seminars in Berlin; two six-week SUMMER COURSES. Write Schiller College, 7121 Kleiningersheim, Germany, or U. R. Laves, Director, U.S. Office, 429 N.W. 48th Street, Oklahoma City, Oklahoma 73118. Phone 405-842-5979.

STUDIES ABROAD

"AMERICAN EDUCATION IN SWISS TRANQUILLITY." 9th Grade through B.A. In Alpine setting above Lake Geneva: (1) Leysin American School: 4 year university preparatory high school, semester system; Advanced Placement, College Testing Center; full guidance program, small classes, high academic standards; affiliated with but on separate campus from (2) American College of Switzerland: member AJCA; B.A. and A.A./A.Sc degree programs; quarter system; liberal arts college stressing humanities, languages, arts, international business administration. Both schools: Coed, progressive American administration and faculty (native language professors). Curriculum-related tours, winter sports. Excellent transfer record to U.S. universities. Applications now being accepted for all terms. Write Registrar (respective institution): 1854T, Leysin, Switzerland, or U.S. Representative; 330 East 49th Street, New York 10017.

COLLEGE STUDENTS: Study aboard ship. Related in-port programs. Applications accepted now for fully-accredited Fall, Spring 1969-'70 semesters. Fall semesters visit Western Europe, Mediterranean, Northwest Africa, South America; Spring semesters visit the Orient, India and Africa. Write: World Campus Afloat, Dept. SR, Chapman College, Orange, California 92666.

SUMMER STUDIES ABROAD

GERMANY — SCHILLER COLLEGE — see "STUDIES ABROAD."

THE HEBREW UNIVERSITY of Jerusalem Summer Courses 1969. Courses given in English July 8th-July 29th, August 5th-August 26th. Introduction to the Archaeology of the Holy Land • The Archaeology of the Negev • The Archaeology of Jerusalem • The Dead Sea Scrolls • Religion • Introduction to Biblical Literature • Biblical Wisdom Literature • Modern Hebrew for Intermediate and Advanced Students • Special Course in Biblical Hebrew • Arabic • Seminar on the Middle East Today • The Contemporary Middle East • Israel's Political Institutions and Foreign Affairs • Israel's Society—Kibbutz and Moshav. History and Structure of Education in Israel • Israeli and Near Eastern Musicology • Arts of the Jews • Introduction to Yiddish Literature • An Introduction to Yiddish Language and Jewish Culture. Office of Academic Affairs/American Friends of the Hebrew University/11 East 69th Street/New York, N.Y. 10022/212-988-8400.

EUROPE BY STUDENT SHIP. Attend shipboard language classes, art lectures, international forums, travelogues. Enjoy deck sports, movies, jazz and folk festivals. Low fares; 9 all-student transatlantic sailings June-September. Write: Council in International Educational Exchange, 777 United Nations Plaza, Dept. SR-14, New York 10017. Telephone 212-661-0310.

TRAVEL

FANTASTIC OPPORTUNITY IN FRANCE—Live (as paying guest) with a friendly French family in modernized 18th century mansion on beautiful 50 acre estate 10 minutes' drive Limoges. Wonderful food. Side trips. We meet you in Paris. $545 monthly, all inclusive. Lessons if desired. Write Mme. Thevenin, Solignac, Haute Vienne, France.

SAIL THE MAINE COAST. Historic schooner, "STEPHEN TABER." Relaxed, informal vacation. $135 weekly. Reduced rates June and September. All inclusive. Write Capt. Orvil Young, Box 561-G, Camden, Maine 04843.

NEW YORK CITY, HOTEL BEDFORD, 40th Street, Just East of Park Avenue. For the discriminating guest who prefers a quiet and gracious hotel in the midst of New York's most convenient Grand Central area . . . near all shopping and entertainment. Beautifully decorated rooms and suites . . . featuring fully equipped kitchenettes . . . private bath, air-conditioning and TV . . . Ideal for families . . . Moderate rates. Continental Restaurant and Cocktail Lounge. Write for brochure, 118 East 40th Street, New York, N.Y. 10016.

WORLDWIDE FREIGHTER GUIDE — $1.25. Rates, schedules. 700 passenger carrying Freighters. TravLtips, 40-21ZDU Bell, Bayside, N.Y. 11361.

SAVE MONEY IN LONDON. Pocket-size book, "London Discovery 1969," features money-saving discount certificates where Londoners themselves eat, shop, have fun. Save on restaurants, clothes, antiques, car rental, theatre tickets, etc. Send $4.95 (opd) to London Discovery, Dept. SR-10, P.O. Box 2028, Detroit, Michigan 48231.

AUTO BABYSITTERS OF NYC. INDOOR parking. Rates LOWER than unattended cutdoor airport/pier parking. Pick up and delivery to and from airports, piers, hotels. Branches throughout NYC. Savoy Garages, 827 Sterling Place, Brooklyn, N.Y. 212-493-9800.

SAETOURS—Pleasure travel for singles. Splendid European vacations from $666, airfare included. Box 3486, Savannah, Georgia 31403.

TRAVEL

CASTLE-HOTELS, FLEA MARKETS. Delightful European guidebooks. New revised 1969 "Castle-Hotels of Europe"—450 castles-monasteries, palaces offering accommodations, 16 countries, 250 illustrations, maps. $2.95 paperback, $4.50 hardbound. "Europe's Flea Markets, Budget Antique Shops"—80 markets, 10 countries, street maps. $2.95 paperback. Both paperbacks $5.50. Robert Long, 634s Bellmore Avenue, East Meadow, N.Y. 11554.

OVERSEAS NATURE TOURS, 1969: We investigate the natural history of the world, emphasizing bird observation but seeking broad ecological coverage. Three-week overseas tours: EUROPE, eleven tours, Mediterranean to Scandinavia, Iceland to U.S.S.R. and Siberia; June, July. AFRICA: Three routes—South, Central, East Africa and Madagascar; summer. LATIN AMERICA. Yucatan, Colombia (extraordinary ornithological experience), Mexico, throughout year. Also two-week NORTH AMERICAN tours: Florida, Arizona, Texas, West Coast and exceptional coverage of Alaska. Come along! Crowder Nature Tours, Box 222-R, Harpers Ferry, W.Va. 25425.

CHANCE OF A LIFETIME . . . For two weeks or a year enjoy hobbyist, professional painting, crafts, Spanish; writing, history; MFA program. Theatre, field trips, fiestas, sunshine. Room, bath, board from $4. Prospectus? Stirling Dickinson, Director, Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

SAVE MONEY ON YOUR NEXT TRIP to New York by staying at the Hotel Paris. The Paris is like a Volkswagen . . . we offer all the essential services but no frills; comfort but not luxury; a swimming pool but no night club. Ask for leaflets, "New York for Free" and "How to Enjoy New York." Write to M. L. Walter, Hotel Paris, New York 10025.

BASKETVILLE—World's Largest Basket Stores. In Vermont—PUTNEY (Rts. 5 & 91); MANCHESTER (Rt. 7); VENICE, Florida (Rt. 41). Browse among our incredible selection of baskets, bucketware, woodenware, gifts. Beautiful artificial flowers, foliage. Imported and domestic. Write: Folder.

DIG ISRAEL—an Archaeological Tour for Laymen. 17 days $935, October 19th, 1969, March 1st, 1970. PARENT-TEEN TOUR to Israel—December 24th to January 2nd. Parents: $650, Teens: $575. Archaeological Tours of Israel, Department S, 136 East 57th Street, NYC 10022. 212-421-3320.

FRIENDLY NATIVE GUIDES show you CANYONLANDS by jeep, jet boat and float boat. Tag-A-Long Tours, Dept. H, Moab, Utah 84532.

TOKYO-JAPAN SEMINARY—July 13th to August 2nd, 1969, $499 includes professional seminar, all transport (jet), 2 days hotel. Brochure can be obtained from Association of Bar Associates, Box G, Willingboro, New Jersey 08046.

THIS AD + $6.00 per person, double occupancy, entitles you to real value New York. Next time try CENTURY-PARAMOUNT HOTEL, 235 West 46th Street, convenient theatres and everything; 650 rooms, with bath, TV, air-conditioning. Single-$9.00. Don't delay, reserve now. This is a "sleeper" in every sense.

CHARTER FLIGHT HANDBOOK. 1,100 organizations named. Particulars free. TIB, P.O. Box 105s, Kings Park, N.Y. 11754.

"GREEN HELL TOUR"—AMAZON. 15th successful year. Amazing 18 day 2,500 mile tour of the Amazon Jungle in "armchair" comfort. $998, all inclusive N.Y./N.Y. Write for brochures. Amazon Explorers, Department SR, Professional Building, Route 9, Parlin, N.J. 08859.

MEXICO—UNBELIEVABLE TRAVEL BARGAIN—Hacienda Spa Penafiel, Tehuacan, Mexico. From $5.56 per day per person—including delicious breakfast, dinner, attractive room with private bath and round-trip motor transportation from Mexico City. Facilities include: golf, swimming, mineral waters, Turkish baths, Swedish massage, gymnasium, horseback riding, ping pong, bowling. For full details send for brochure. Hoteles Mexicanos Dubin, Genova 30, Mexico City, Mexico.

SAIL TO THE ISLANDS of Maine on Gloucester Schooner, "ADVENTURE." An unusual, informal, fun filled vacation, $135 weekly, all inclusive. Brochure. Capt. Jim Sharp, Box 696-G, Camden, Maine 04843.

TUDOR HOTEL, 304 East 42nd Street, New York 10017. On N.Y.'s fashionable East Side. One block from U.N. All transportation, churches, shops, theatres only steps away. All newly decorated accommodations have private bath, television and direct dial telephones. Old English lounge and restaurant is N.Y.'s favorite rendezvous. Singles from $10; double from $14 daily. Special family rooms featuring 2 baths and special rates for extended stays. Write for new brochure. 212-YU 6-8800.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KINGSLEY DOUBLE-CROSTIC NO. 1837

Reg. U. S. Patent Office

By Thomas H. Middleton

DEFINITIONS	WORDS
A. Siderolite, for instance.	21 28 30 37 39 67 71 79 103
B. Having the desired result.	109 182 45 47 56 78 130 178 186 189 5
C. Pearly.	25 57 72 96 112 125 164 180
D. Snowy.	193 44 61 69 87 98 129
E. With reservations (3 wds.)	60 88 119 139 142 185
F. "——— the Wise": drama by Gotthold Ephraim Lessing.	2 22 26 36 83 91
G. Ambush, snare, trap.	134 172 183 194 199 12 20 99 158
H. Followed by WORD J: Movement founded in 1876 by Dr. Felix Adler (2 wds.)	159 184 197 73 84 122 177
I. Tranquility.	190 192 15 53 76 117
J. See WORD H.	141 175 196 201 1 31 42
K. One who frets.	107 133 149 80 110 157 165
L. Ruling (2 wds.)	86 126 132 145 7 11 116
M. Feminine, womanly.	191 40 70 100 147 176 156 168 200
N. Surround.	4 128 161 167 16 65 93

DEFINITIONS	WORDS
O. Group of Gnostic serpent-worshippers.	95 155 202 121 137 150 6
P. Beagle, for instance.	82 92 148 10 14 63 143 68
Q. Preserve from extinction.	166 13 160 174 32 49 75 131 146 46
R. Conclusion.	114 94 138 19 106 118
S. Second largest port of New South Wales.	23 33 43 151 136 77 97 115 170
T. An incubator for premature infants.	102 29 154 120 51 85 152 55
U. Atmospherics.	81 101 195 123 90 169
V. Burnt offering.	38 171 3 24 179 181 66 104 9
W. Vowel of apparently unvarying quality.	54 74 48 127 64 27 18 50 135 58 59
X. Necessaries allowed by law; alimony to a wife, for instance.	8 89 34 188 108 17 187 41
Y. Its capital is Niamey.	144 124 111 140 173
Z. In Jerusalem, Paul said he was "brought up in this city at ——— Gamaliel" (3 wds., Acts, 22:3)	35 52 62 113 162 198 153 163 105

DIRECTIONS

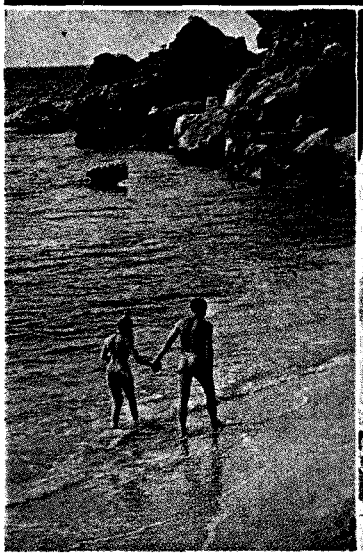
To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop.

					1 J	2 F	3 V	4 N	5 B	6 O		7 L	8 X		9 V	10 P	11 L
	12 G	13 Q	14 P	15 I	16 N	17 X		18 W	19 R	20 G		21 A	22 F	23 S		24 V	25 C
	26 F	27 W	28 A		29 T	30 A	31 J	32 Q	33 S	34 X		35 Z	36 F	37 A		38 V	39 A
40 M	41 X	42 J	43 S	44 D	45 B	46 Q		47 B	48 W		49 Q	50 W	51 T		52 Z	53 I	54 W
55 T		56 B	57 C	58 W		59 W	60 E	61 D	62 Z		63 P	64 W		65 N	66 V	67 A	
68 P	69 D	70 M	71 A	72 C	73 H	74 W	75 Q	76 I		77 S	78 B	79 A	80 K	81 U	82 P	83 F	84 H
85 T	86 L	87 D	88 E	89 X		90 U	91 F		92 P	93 N	94 R	95 O	96 C	97 S	98 D	99 G	100 M
101 U	102 T	103 A	104 V		105 Z	106 R	107 K		108 X	109 B	110 K	111 Y	112 C	113 Z	114 R	115 S	
116 L	117 I	118 R	119 E	120 T	121 O	122 H	123 U	124 Y	125 C	126 L		127 W	128 N		129 D	130 B	131 Q
132 L	133 K	134 G	135 W	136 S	137 O	138 R		139 E	140 Y		141 J	142 E	143 P	144 Y	145 L	146 Q	
147 M	148 P	149 K	150 O	151 S	152 T		153 Z	154 T		155 O	156 M	157 K	158 G	159 H	160 Q	161 N	162 Z
	163 Z	164 C	165 K		166 Q	167 N	168 M	169 U	170 S		171 V	172 G	173 Y		174 Q	175 J	176 M
177 H	178 B	179 V		180 C	181 V	182 B	183 G	184 H	185 E		186 B	187 X		188 X	189 B	190 I	
191 M	192 I	193 D	194 G	195 U	196 J		197 H	198 Z	199 G	200 M	201 J	202 O					

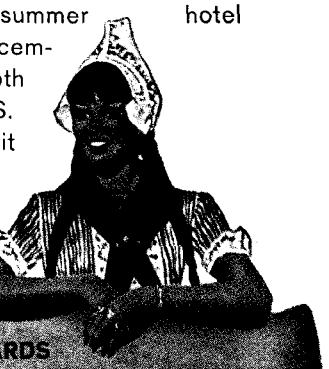
Solution of last week's Double-Crostic will be found on page 16 of this issue.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Symbol of Dutch hospitality in the sunny Caribbean



The flag of the Netherlands Antilles flutters over Curaçao and Bonaire...two tidy Dutch islands in the southern Caribbean...two islands waiting to offer you the most pleasant and unusual vacation ever! Charming pastel-colored buildings, happy and prosperous people. In Curaçao, you can wander through a floating market or across a floating bridge. You can browse through free port shops that offer perfumes, jewelry, watches, cameras and linens...all at bargain prices. There are luxury hotels, elegant restaurants and glittering casinos. Bonaire offers quaint villages, secluded beaches, fishing and skindiving without equal and thousands of stately flamingoes. And you get both islands for the price of one! Round trip jet fares to Curaçao from New York or Miami let you go to Bonaire at no extra cost. Low summer hotel rates are in effect through December 15. Cruise ships stop at both islands all year 'round and U.S. citizens need no passport. Visit Curaçao and Bonaire...the perfect vacation combination.



Curaçao Bonaire

The neat Dutch Treats in the Netherlands Antilles."

Dept. S-6/21

CURAÇAO & BONAIRE TOURIST BOARDS

604 Fifth Ave., New York, N.Y. 10020 • 203 S.W. 13th St., Miami, Fla. 33130

Send me more information about these two hospitable islands. Right away, please!

Name .....

Address .....

City ..... State ..... Zip .....

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Introducing: A safety belt on wheels.

Mile after mile after safe mile, General's Belted GTW is the longest mileage high-performance highway tire we have ever put on wheels.

The secret: a twin-belt of fiberglass plus full plies of cool-running Nygen®—processed nylon cord, pound for pound stronger than steel cable.

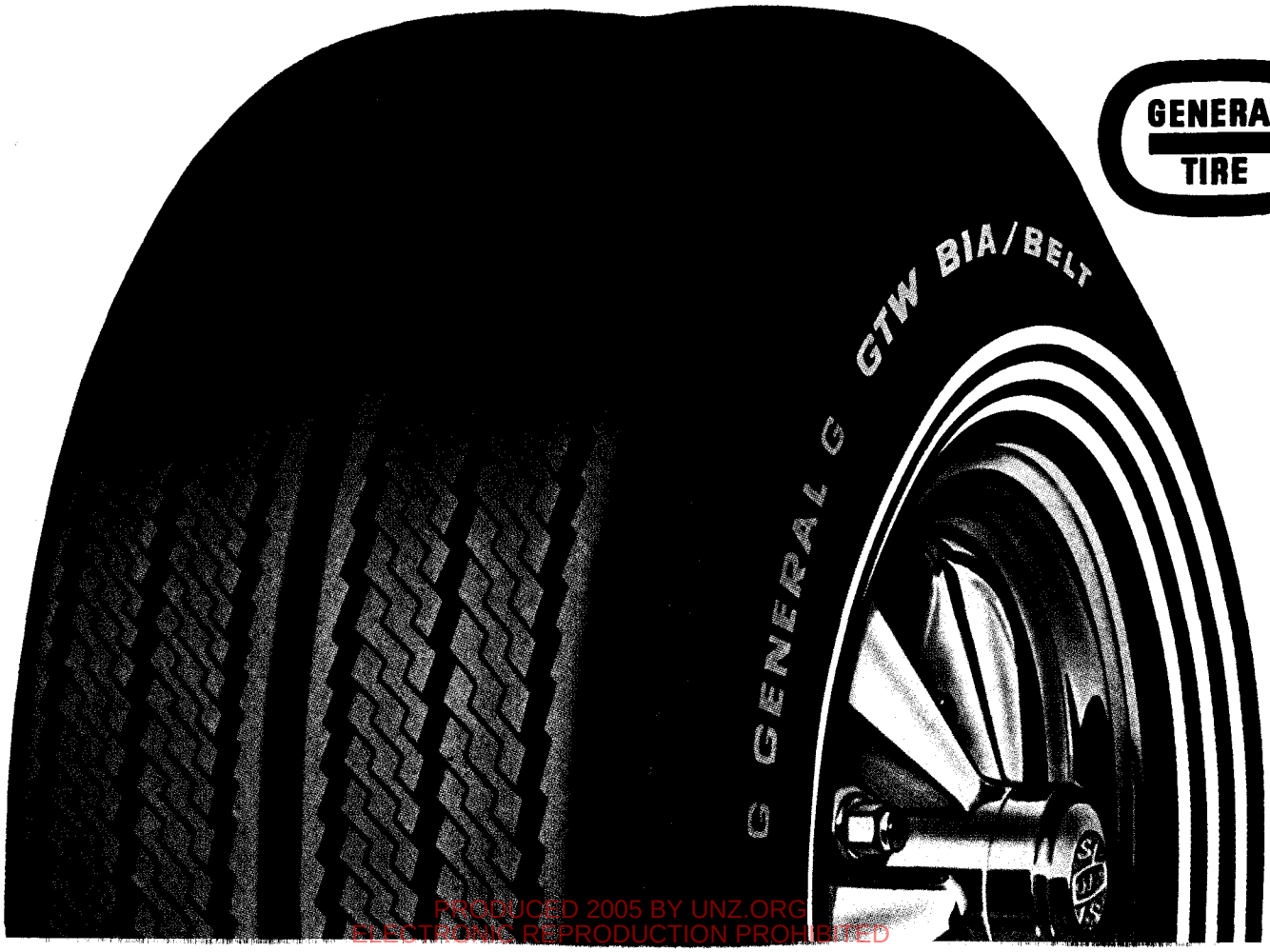
There's increased strength to shield against punctures. To guard against blowouts.

The great Belted GTW, with three white rings—only the makers of the Dual S-90 Sidewinder could come up with a tire to take you so far.

And at so fair a price.

GENERAL TIRE...
Goes a long way to make friends

The General belted GTW



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED